

Reception half termly overview Autumn 1 - 2025/2026

Topic title- You. Me. Us

Driver- Diversity

Week commencing	2.9.25 Home visits	8.9.25 Start a few Baseline assessments on Friday.	15.9.25 Baseline starts- 19.9.24- RBA moderation 8-12 Phonics Start	22.9.25	29.9.25 Teddy Bears Picnic- Sandwich making	6.10.25 Teddy Bears picnic	13.10.25	20.9.25 2 day week
Book		Starting school books	You're all my favourites- Link to Families	Can't you sleep Little Bear (Link to different types of families)	Brown Bear What do you see? (Link to what we look like)	Best Friend for Bear (Link to making new friends) We are going on a Bear Hunt Woodlands? tree/leaf/bark rubbings/ leaf booklet.	Autumn	Black history month

Focus ideas		<p>Activity/Input: Introducing areas of the classroom - rules & routines Zones of Regulation- 1 emotion a day</p> <p>Phonological awareness: Listening Ears - games</p> <p>Outside expectations</p> <p>Circle time- go round and share name and favourite colour</p> <p>Maths: Number Nursery Rhymes - counting forwards</p>	<p>Activity/Input: Baseline assessment Name writing assessment</p> <p>Phonological awareness: Musical games - keys/musical statues</p> <p>Circle time- go round and share name and favourite food - who lives in your house?</p> <p>Maths: Number Nursery Rhymes - counting forwards</p>	<p>Activity/Input: Who is in my family?</p> <p>Phonological awareness: Alliteration</p> <p>Circle time- go round and share name and favourite colour- who is special to you?</p> <p>Maths: counting out loud to 10- forwards and backwards</p>	<p>Activity/Input: Colour assessment Colour hunt</p> <p>Phonological awareness: Fills in the missing word or phrase in a known rhyme, story or game</p> <p>Circle time- go round and share name and favourite colour- when do you feel happy?</p> <p>Maths: 1:1 correspondence (move it, move it)</p>	<p>Activity/Input: Self portraits Could move onto drawing each other.</p> <p>Phonological awareness: Claps/taps/rhythming</p> <p>Circle time- go round and share name and favourite</p> <p>Maths: 1:1 correspondence (move it, move it) Sorting</p>	<p>Activity/Input: Create Bear Hunt around school- learn school environment and boundaries</p> <p>Phonological awareness: Claps/taps/rhythming</p> <p>Circle time- go round and share name and Favourite</p> <p>Maths: 2D Shapes</p>	<p>Activity/Input: Phonological awareness: Claps/taps/rhythming</p> <p>Circle time- go round and share name and favourite</p> <p>Maths: 2D Shapes</p>
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<p>Communication and language + Literacy</p>		<p>*Uses language to share feelings (R4 S)</p>	<p>*Listens to familiar stories with increasing attention and recall (R5 LA)</p> <p>*Responds to instructions</p> <p>*Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</p>	<p>*Uses language to share feelings</p> <p>*Distinguishes between the different marks they make</p>	<p>*Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (R5 S)</p>	<p>• Listens to others in one-to-one or small groups, when conversation interests them</p>	<p>*Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (R5 S)</p> <p>*Listens to and joins in with stories</p> <p>*Joins in with repeated refrains</p> <p>Hears and says the initial sound in words</p>	
<p>PSED</p> <p>*These skills will underpin the first 7 weeks</p>		<p>• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p> <p>*Knows their own name, their preferences and interests and is becoming aware</p>	<p>*Shows empathy and concern for people who are special to them by partially matching others' feelings with their own</p> <p>*May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they</p>	<p>• Is gradually learning that actions have consequences but not always the consequences the child hopes for</p>				

		<p>of their unique abilities</p> <ul style="list-style-type: none"> • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions 	<p>should not do, in favourable conditions</p>					
Maths		<p>Nursery Rhymes counting up to 5</p> <ul style="list-style-type: none"> • Begins to say numbers in order * Joins in and anticipates repeated sound and action patterns 	<p>Nursery Rhymes counting up to 5</p> <ul style="list-style-type: none"> * Begins to say numbers in order * Joins in and anticipates repeated sound and action pattern 	<p>Rote counting to 10</p>	<p>1:1 correspondence</p> <ul style="list-style-type: none"> • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 	<p>1:1 correspondence</p>	<p>* Responds to common shape names</p>	<p>* Responds to common shape names</p>
PD Sports Coaches		<p>Assessments/focus:</p> <ul style="list-style-type: none"> * Writing Grip * Cutting Assessments * Using outdoor equipment safely * Move around the classroom safely 						

		*Basic hygiene - washing hands						
Understanding the world		*Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (R5 P&C UtW)	*Continue developing positive attitudes about the differences between people	*Begin to make sense of their own life-story and family's history	*Begin to make sense of their own life-story and family's history	*Use all their sense in hands-on exploration	*Continue developing positive attitudes about the difference between people	
EAD			*Make imaginative and complex small worlds with blocks and construction kits		*Explore different materials freely, to develop their ideas about how to use them and what to make	*Develop their own ideas and then decide which materials to use to express them		