



# Reception Termly Overview

## Autumn 2025

Welcome to Radford Semele and your first term in Reception! We hope you find our termly overview useful. Here you will find a brief overview of what we will be covering in school this term. Take a look at our class and curriculum webpages for more detail! If you have any further questions, please email us:

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### **Communication and Language**

#### **Listening, attention and understanding**

- To understand how to listen carefully
- To understand why listening is important
- To be able to follow directions, positional language
- To engage in story times, joining in with repeated phrases and actions
- To begin to understand how and why questions
- To respond to instructions with more than one step

#### **Speaking**

- To talk in front of a small group. To talk to class teacher and TA's.
- To learn and use new vocabulary.
- To answer questions in front of the whole class. To use new vocabulary throughout the day
- To begin to use some tenses correctly
- To begin to use correct pronouns.
- To begin to use some positional language



### **Expressive art and design**

#### **Being imaginative and expressive**

- Sing new poems and songs (Poetry basket)
- In our music lessons, we will start by exploring sound. Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.
- In the second half of the autumn term, we will learn about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.
- Learn and perform songs for Nativity play



## **Personal, social and emotional development**

### **Self regulation**

- To recognise different emotions
- To understand how people show emotions
- To focus during short whole class activities
- To follow one-step instructions
- To talk about how they are feeling
- To begin to consider the feelings of others
- To adapt behaviour to a range of situations

### **Managing self**

- To wash hands independently
- To put coat and wellies on independently
- To explore different areas within the Year R environment
- To use the toilet independently
- To develop class rules and understand the need to have rules
- To practice doing up coats
- To have confidence to try new activities

### **Building relationships**

- To seek support of adults when needed
- To gain confidence to speak to peers and adults
- To play with children who are playing with the same activity
- To begin to develop friendships
- To have positive relationships with all Year R staff



## **Understanding the world: The Natural World (science)**

- To ask questions about the natural environment. Signs of Autumn.
- To respect and care for the natural environments
- Investigation station- Identify and explore our senses
- Keeping ourselves healthy
- Plant bulbs
- To ask questions about the natural environment. Signs of Autumn
- To respect and care for the natural environments
- Investigation station- Colour mixing
- Changing materials (cooking)



## **Physical Development**

### Gross motor skills

- To move safely in a space.
- To stop safely.
- To balance (balance bikes, trim trail)
- To run and stop
- To change direction
- To jump
- To hop
- To explore different ways to travel using equipment (Reception playground)

### Fine motor skills

- To use a dominant hand
- To mark make using different shapes
- To begin to use a tripod or similar effective grip when using mark making tools
- To use tweezers to transfer objects
- To thread large beads
- To use large pegs
- To begin to copy letters
- To hold scissors correctly and make snips in paper
- To hold a fork and spoon correctly
- To begin to use anticlockwise movement and retrace vertical lines
- To hold scissors correctly and cut along a straight and zigzagged lines
- To use a tripod grip when using mark making tools
- To accurately draw lines, circles and shapes to draw pictures
- To write taught letters using correct form
- To begin to hold a knife correctly and use to cut food with support



## **Understanding the world: People, culture and communities (geography)**

- To know about family structures and talk about who is part of their family
- To identify similarities and differences between themselves and peers.
- To know the name of the village the school is in.
- To know about features of the immediate environment.
- To know that there are many countries around the world.
- To talk about how Hindus celebrate Diwali
- To talk about the Christmas Story and how it is celebrated
- To know that people around the world have different religions



## Writing

- To write their name
- To give meanings to the marks they make
- To copy taught letters
- To write initial sounds
- To begin to segment and write CVC words using taught sounds
- To use the correct letter formation of taught letters
- To write words and labels using taught sounds
- To begin to write captions using taught sounds

## Reading

### Comprehension

- To use pictures to tell stories
- To sequence familiar stories
- To independently look at book, holding them the correct way and turning pages
- To engage in story times, joining in with repeated phrases and actions
- To begin to answer questions about the stories read to them
- To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes

### Word reading

- To recognise their name

Following Song of Sounds Phonics scheme

- To recognise taught sounds

s a t p i n m d g o c k c k e u r h b f f l l l

- To sound out and blend cvc words, to begin to read simple sentences. To read books matching their phonic ability
- To read tricky words

a is I and go no so do to into has his the

## Expressive art and design

Creating with materials

- To name colours. To experiment with mixing colours.
- To create simple representations of people and objects. To draw and colour with pencils, crayons and felt pens.
- To independently access paints.
- To role play using given props and costumes.
- To explore different techniques for joining materials (glue sticks, masking tape)  
Use a variety of materials (paper, card, junk, playdough, natural resources)
- To use colours for a particular purpose
- To share their creations
- To explore different techniques for joining materials (glue stick, PVA, masking tape)
- To know how to work safely and hygienically
- Use a variety of materials (paper, card, junk, playdough, salt dough, collage)



## **Mathematics**

### **Number & Numerical patterns**

- Identify when a set can be subitised and when counting is needed
- Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- Spot smaller numbers 'hiding' inside larger numbers
- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- Compare sets of objects by matching
- Begin to develop the language of 'whole' when talking about objects which have parts

### **Shape, space and measure**

- Compare size, smaller/bigger. Taller/longer/shorter
- Compare sizes, heavier/lighter
- Compare capacity, holds more/the most, holds less/the least
- Explore patterns both visual and auditory. Create our own patterns
- Identify and name circle and triangles. Compare triangles and circles. Shapes in the environment.
- Describe position, in, on, under, over, on top, behind, in front, beside, in-between
- Identify and name shapes with 4 sides,. Shapes in the environment.
- Day and night. First, then, after, before, day, night, morning, afternoon, today, tomorrow, yesterday.



### **Understanding the world: Past and present (history)**

- To know about my own life-story
- To know how I have changed
- To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class

**Looking for ways to help at home? Here are some things you may wish to practise to support your child's development:**

- Putting on/taking off their coat and shoes
- Using the toilet and washing their hands
- Sharing story books, looking at pictures and talking about the characters
- Practising sharing and taking turns with toys and games
- Talking to them about **how** they are feeling and **why**
- Going to bed at around the same time each night, ensuring plenty of sleep
- Limit screen time to the recommended daily amounts (up to 1 hour a day is recommended by the NHS and World Health Authority)
- Notice numerals in the environment
- Count objects or steps/jumps/claps accurately

