Reception Autumn Term 1 – Curriculum Overview 2026

The first half of Autumn term will be spent getting to know the children through the topic of 'Marvellous Me.' Future topics and provision will be planned around the emerging interests and needs of the children.		
SUBJECT	**1st Half Term**	**Description**
Topic	**Marvellous Me!**	
Personal, Social, Emotional Development	•See themselves as a valuable individual. •Build constructive and respectful relationships. •Express their feelings and consider the feelings of others. •Identify and moderate their own feelings socially and emotionally. •Think about the perspectives of others. •Manage their own needs.	Through circle time and daily classroom activities, children will have many opportunities to talk about their likes, dislikes, interests and families. We will celebrate the qualities that make each child unique and create self-portraits to showcase and celebrate everyone in our class. Children will develop their understanding of different emotions and learn strategies to help them recognise, express and regulate their feelings. They will also continue to build independence by managing their own needs and developing good personal hygiene habits. We will use *The Colour Monster* to help children identify and understand a range of emotions and explore ways to support their emotional wellbeing.
Communication, Language and Literacy	•Understand how to listen carefully and why listening is important. •Learn new vocabulary. •Use new vocabulary through the day. •Ask questions to find out more and to check they understand what has been said to them. •Articulate their ideas and thoughts in well-formed sentences. •Describe events in some detail. •Engage in story times. •Listen to and talk about stories to build familiarity and understanding. •Listen carefully to rhymes and songs, paying attention to how they sound. •Learn rhymes, poems and songs.	Developing strong communication and language skills is at the heart of all we do in Reception. Through stories, discussions, songs and rhymes, children will build their speaking and listening skills, learning to express their ideas, share their experiences and engage confidently with others. We will explore a range of high-quality texts that support learning across the curriculum, including *The Colour Monster, The Dot, We Are All Different, Part of the Party* and *Anna Hibiscus' Family*. Alongside these, we enjoy reading widely and follow the children's interests and book choices. Children will also develop important listening and attention skills, learning to focus on the speaker, take turns in conversations and contribute thoughtfully during carpet sessions and group discussions.
Physical Development	**<u>Gross Motor Development</u>** *(through discrete PE lessons and Continuous Provision in our outdoor area)* Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling	Children will take part in two PE lessons each week. At the start of the term, we will focus on changing into trainers before gradually supporting children to become increasingly independent when changing into their PE kits as they settle into school routines. This half term, children will develop their fundamental movement skills by exploring different ways of moving safely in the hall and outdoor spaces. They will practise changing speed and direction, jumping and landing safely, and working cooperatively with a partner. In our dance unit,

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	- walking - jumping - running - hopping - skipping - climbing Further develop the skills they need to manage the school day successfully: - lining up and queuing **<u>Fine Motor Development:</u>** - Develop the foundations of a handwriting style that is fast, accurate and efficient. - Developing independence at mealtimes, including learning to cut up food safely and appropriately.	*Ourselves*, children will learn to move with increasing control, respond to rhythm and rhyme, and express themselves through movement. Physical development continues throughout the day through outdoor play, climbing and exploration opportunities. Children will also take part in daily fine motor activities, such as cutting, threading and early writing tasks, alongside our 'Wake-up Shake-up' routine to support coordination, strength and readiness for learning.
Literacy	•Read individual letters by saying the sounds for them. •Blend 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. •Form lower-case and capital letters correctly. •Spell words by identifying the sounds and then writing the sound with letter/s.	Children will be introduced to 3 to 4 new phonics sounds each week through the *Little Wandle* programme. They will learn to link sounds to letters, recognise and say the sounds of the alphabet, and identify the initial sounds in words. As their confidence grows, children will begin blending sounds to read and spell simple three-letter (CVC) words. They will also develop their letter formation, with a particular focus on writing their own name correctly. Children will apply and develop their reading skills through adult-led reading practice sessions three times a week. Once reading groups begin, children will bring home a reading practice book matched to their phonics learning, alongside a library book to share and enjoy at home. In Drawing Club, we will explore a new high-quality text each week, introducing rich and ambitious vocabulary. This term, children will develop their mark-making skills before progressing to writing initial sounds and simple CVC words through our exciting weekly adventures and secret codes.
Mathematics	•Count objects, actions and sounds. •Subitise. •Link the number symbol (numeral) with its cardinal number value. •Count beyond ten. •Compare numbers.	This half term, children will begin their mathematical learning through the *White Rose Maths* unit *Just Like Me*. They will explore matching, sorting and comparing, learning to identify similarities and differences between objects, shapes and patterns. Through practical activities and

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	•Continue, copy and create repeating patterns.	discussion, children will develop their mathematical language and reasoning skills by explaining how and why items belong together. As the term progresses, children will sort and classify objects in different ways, create and continue repeating patterns, and identify the odd one out. They will also begin comparing size, mass and capacity, using rich mathematical vocabulary supported by engaging stories such as *A Squash and a Squeeze* and *The Button Box*.
Understanding the World	•Talk about members of their immediate family and community. •Name and describe people who are familiar to them. •Comment on images of familiar situations in the past. •Compare and contrast characters from stories, including figures from the past.	Children will have many opportunities to talk about the people, places and events that are important to them and their families. They will learn about the importance of Harvest within our local community, including making bread and performing songs as part of our Harvest celebrations. We will also explore a range of autumn festivals and traditions, including Diwali and Bonfire Night, helping children to develop an understanding of different cultures and celebrations. As part of our exploration of the world around us, children will investigate colour through a range of practical, hands-on activities, discovering how colours can be created, mixed and changed.
Expressive Art and Design	•Explore, use and refine a variety of artistic effects to express their ideas and feelings. •Create collaboratively, sharing ideas, resources and skills.	Our learning in Expressive Arts and Design will be closely linked to other areas of the curriculum, with a particular focus on self-portraits and celebrating what makes us unique. Children will explore a range of artistic techniques as they create their own self-portraits and represent their ideas creatively Music and singing are an important part of daily life in Reception and are used to support routines, develop language and enhance learning across the curriculum. Creative opportunities will be carefully planned and adapted to reflect the children's interests and ideas. Using *The Colour Monster* as a stimulus, children will explore colour through a variety of art activities, including colour mixing, helping them to express emotions and develop their understanding of how colours can be combined to create new shades.