

Much Woolton Catholic Primary School

Reception Overview

(Autumn 1- first half 2025)

Topic - 'All About Me'

Physical Development

- P.E – Weekly Sessions with Mr Hathaway with a focus on Fundamental Skills (team building)
- Joining in with 'dough disco' and learning new vocabulary (pinch, squeeze, twist, roll, stretch etc.)
- Snack time – hygienic practices (e.g. Washing hands before/after snack)
- Begin to develop scissor skills by learning how to hold scissors correctly
- Independent toileting and managing own personal hygiene
- Exploring a variety of construction toys – large bricks, Lego, magnetico
- Outdoors – bikes, scooters, mark making tools in sand/mud
- Activities to encourage fine motor skills and pencil control – encourage correct pencil grip
- Support children in taking coats/wellies on and off
- Observe how physical activity effects their body

Personal, Social and Emotional Development

- Adult focus during continuous provision to support children in making choices, planning what they are going to do and tidying areas that they have used
- Speak in a group to complete the sentence 'I can ...' talking about what they like to do and what they don't like to do and why. 'I am feeling...' using the Colour Monster book
- Devise class rules with children – refer to it as much as possible during the day to earn dojos
- Talking about family and home life – children to bring in photographs when requested
- Circle time – all about me – I am special, things that I can do, what makes me happy, what makes me sad, how to stay safe (including e-safety)
- Teach children to use knives and forks – home/dough area, lunch time
- Snack time – turn taking, co-operation

Communication and Language

- Join in with songs and nursery rhymes
- To join in when conversation interests them
- To know their own and each other's names
- To listen to stories with increasing attention and recall
- Learn new words rapidly and use them in communicating about matters that interest them
- Join in with repeated refrains and anticipate key events in familiar rhymes and stories
- To learn to follow directions/instructions and listen carefully when others are speaking



Mathematics

- Counting to 5 and then 10 forwards and backwards
- Recognising and ordering numbers to 5
- Join in with number rhymes
- Match number and quantity correctly to 5
- Comparing and ordering
- AB patterns
- Learning to recognise dot patterns through dice games
- Matching and sorting
- Understanding different ways to make the number 5 using practical resources and appropriate mathematical language

Literacy

- Learning Set I sounds (Read, Write Inc.)
- Learning to 'Fred Talk'
- Recognise words that rhyme and suggest rhyming words
- Mark making using paint brushes, rollers, paints, chalks, pens, pencils
- Letter/word/rhyming games
- Focus on writing initial sounds and own name
- Learn a variety of Nursery Rhymes
- Experience of different types of books
- Learning to read and spell the 'Words of the Week'

Expressive Arts and Design

- Explore voices as instruments when learning songs and rhymes – focus on dynamic of loud and quiet
- Kapow topic- Marvellous Marks- self portraits
- Role Play
- Collage and rubbings using natural materials (bark, leaves, seeds)
- Choosing resources for a particular purpose in the making area
- Signing songs and nursery rhymes
- Kapow topic- Exploring Sounds

Religious Education

Our Religious Education focus is 'Creation and Covenant'. We will be learning about Baptism and God's World.



Understanding the World

- All about me – friends, likes, dislikes, body parts, family, homes, 'I can' statements, favourite things (foods, toys, games, places etc.)
- ICT – using the Interactive Whiteboard to play games and begin to understand e-safety
- Draw pictures of themselves/write names on the IWB
- Talk about significant events in own experiences – home and family
- Learn about routines, seasons, days and weather by using daily chart
- Learn the names of a variety of trees, leaves and seeds
- Explore magnets and the materials they attract