

Westgate C.P. School

2025/2026  
Year Overview

Reception

Mrs McGhee, Mrs Eley, Mrs  
Lingwood, Mrs  
Heuer



**Autumn Term**

**Spring Term**

**Summer Term**

<p><b>Personal, Social &amp; Emotional Development</b> Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>Following rules and routines. Golden rules Forming positive relationships with adults and peers Sharing Being aware of similarities and differences in our families Carrying out small responsibilities Know how to look after themselves Uses manners Looking after our personal belongings Eating together and using cutlery Washing hands</p>		<p>Resolving conflicts and talking through what happened and how we can move on. Emotions and feelings. Talking about what we can do and are good at, what do we need and what are our interests? Can wait to be listened to and take turns in conversations. Show resilience in the face of challenges</p>	<p>Can negotiate problems and know how to move on. can help and look after friends if they need help, can show understanding of why their friends may feel sad, angry etc Seeks adult support and asks for help when needed. Learning and accessing equipment independently Work as part of a group. Understand and can talk about making right choices and what happens if someone makes a wrong choice. Play cooperatively. Is aware of prejudice and discrimination</p>		
<p><b>Communication &amp; Language</b> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>Can follow simple instructions. Listening to others in small groups. Answer how/why questions about stories or events. Joining in with stories with repetitive phrases. Joins in with pretend play Can retell an event Uses new vocabulary linked to learning</p>		<p>Responding to two-part instructions. Anticipate key events in stories. Questions why things happen. Asking questions to find out more. Extend vocabulary and explore the meaning of new words. Organising and sequencing language to make meaning clear.</p>	<p>Using past present and future forms accurately. Follow a story without pictures or props. Developing narratives. Being a good listener and listening to each other Listen in a range of scenarios, including assemblies. Makes comments and ask questions</p>		
<p><b>Physical Development</b> Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p>Introduction to PE Unit 2 Looking after ourselves. Dough Disco/Jedi writing Manipulates a range of tools using one hand. Uses a preference for dominant hand. Fine motor control activities available daily in provision. What does it mean to be healthy?</p>	<p>Fundamentals unit 2 Apparatus Pre-writing shapes practise. Begin to use anticlockwise movements, retrace vertical lines. Dough disco/Jedi writing.</p>	<p>Gymnastics Travels with skill over, under and through. Slithering, shuffling, rolling, crawling, skipping, sliding, hopping. Begins to form recognisable letters Use core muscle strength to show good posture when sitting at a table and on the floor. Talk about physical changes to the body. Knows how to be safe. Talks about what it is to be healthy.</p>	<p>Dance Negotiate space and obstacles safely. Letters are formed accurately Knows how to be safe.</p>	<p>Ball skills Show control over patting, throwing, catching, kicking, passing, batting and aiming. Move energetically Healthy living Begin to show accuracy and care when drawing</p>	<p>Games Sports day Co-ordination and agility Use a tripod grip in most cases. Writing is fast, accurate and efficient.</p>
<p><b>Literacy: Reading</b> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>	<p>Phase 1 phonics Rhyme and alliteration FFT phonics Recognise name &amp; logos Looks at books independently Re-tells a well known story Rhythm in spoken words</p>	<p>Helicopter stories Rhyming Phase 2 of letters and sounds Hear initial sounds HFW's Handles books carefully and turns pages independently. Tells a simple story Has experience of fiction and non-fiction books</p>	<p>Helicopter stories Reading cvc words/labels. Phase 2/ 3 of letters and sounds HFW'S Naming sounds of the alphabet Continue a rhyming string</p>	<p>Reading common irregular words. HFW's Phase 3 of letters and sounds. Reading simple sentences. Knows what a character is Can describe a story setting.</p>	<p>Using vocabulary influenced by books. Demonstrating understanding of what we have read. Phase 3 Letters and sounds. Reading simple sentences.</p>	<p>Knows information can be retrieved from computers and books. Reading what you have written aloud.</p>

<p><b>Literacy: Writing</b> Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>Story Dough Drawing Club Developing correct pressure Finger/ hand exercises Pencil control Ascribe meaning to marks Tracing Copying over lines/ shapes</p>	<p>Write my name starting with a capital letter I can form lower case letters correctly * a b c d e f g h i j k l m n o p q r s t u v w x y z (movement families) Use correct letter formation and leave spaces between words when copying a given cvc word. Use correct letter formation, leave spaces and use full stop when copying a given sentence. Order given words and leave spaces to make a sentence. To write initial sounds to label pictures.</p>	<p>Write a dictated cvc word. Write a CVC word to match a picture or object. To write their own cvc words to label pictures. To write CCVC / CVCC words using a sound mat. I put my finger under each word to check the sounds. Begin to form my letters correctly Think, say and remember a caption (2 or more words)</p>	<p>Think, say and remember a caption (2 or more words) To write a caption (A / The) Use phonics knowledge to write longer words. Leave spaces between words</p>	<p>Think, say, remember and write a simple sentence using the openers The, I, He and She. I put my finger under each word to read my sentence. I can spell red words. Use a capital letter at the start of a sentence. Use a full stop at the end of the sentence.</p>	<p>Writing irregular words.</p>
<p><b>Maths</b> Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p>Count objects, actions, and sounds Subitise no's 1-4 Matching Sorting &amp; Comparing Comparing amounts Comparing size, mass &amp; capacity Exploring pattern - making simple Positional language Estimates Introducing circles and triangles</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-5 Representing 1 -5 Comparing 1 -5 Composition of 1 -5 Formation of 1 - 5 Shapes with 4 sides Positional language One more and less Time- night and day</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Introducing zero Comparing numbers to 5 Composition of 5 Number 6, 7, 8 Making pairs, pairs wise, Doubles Combining 2 groups Comparing Mass Comparing Capacity Length, height. Time Money</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 Adding more Taking away Number bonds Shape – spatial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships</p>
<p><b>Expressive Arts &amp; Design</b> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Using lines and circles to represent objects and people Building a repertoire of songs and dances Explore colour mixing Take part in pretend play Exploring the sounds of instruments and how they can be changed</p>	<p>Constructing with a purpose in mind Practice familiar artistic techniques Introduces a narrative into play Draw with increasing complexity Have awareness of pitch and melody Making up songs</p>	<p>Explore different ways of making representations of real and imaginary things Creates rep Sing a variety of songs Using tools safely Grow an interest in music and dance Play with others developing more complex storylines</p>	<p>Sing a range of songs Work collaboratively Use instruments to make music Make up own on ways to move and dance Refine favoured artistic techniques Respond to imaginatively to art Use a range of different tools safely</p>	<p>Develop original ideas of how to use a range of media Make/ create and discuss Create props/ objects and use them in play Innovate familiar stories</p>	<p>Experiment with music/ dance and song. Experiment with form and function when creating. Perform to a familiar audience</p>
<p><b>Understanding the World</b> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Significant events in their own lives. Talks about the features of their own environment. Similarities and differences to others. Past and present events. Similarities and differences between each other. Mouse control.</p>	<p>Can talk about different customs and celebrations of their own and others. Joining in with family customs. Changes in the environment. Mouse control. Completing simple programs on the computer.</p>	<p>Different occupations Use of ICT in the world Talking about our environment/ natural world and commenting on what we see and hear. Keyboards skills. Logging in and out of a device.</p>	<p>Programmable toys Observations of animals and plants. Develop understanding of change and decay over time. Shows care and concern for living things. Following instructions, debugging and making predictions.</p>	<p>Similarities and differences in relation to places, objects, materials and living things. Learning to be sensitive to other children's like and dislikes. Exploring hardware. Using iPads to take photos.</p>	<p>Can talk about why and how changes have occurred. Similarities and differences among different families and cultures. Talks about how we can care for our environment and how our behaviour can affect it. Using websites with supervision.</p>

<b>Forest Adventurers</b>		Forest Rules Safety - Risk taking Independence - getting changed Autumn - changes Trees - texture, leaves Sorting and identifying Structures Animals	Forest Rules Safety - Risk taking Spring - changes Working as a team Perseverance - construction Resilience Shelters - Den building Habitats - nests, bug hotel	Forest Rules Safety - Risk taking Spring - changes Growing Plant identifying Minibeasts - life cycles Caring for the environment	Forest Rules Safety - Risk taking Summer - changes Growing Plant identifying	Forest Rules Safety - Risk taking Following instructions Tools - whittling Magic
<b>Celebrations</b>	Remembrance day Harvest time Birthdays	Guy Fawkes/ Bonfire night Christmas/ Nativity Diwali Hannukah Thanksgiving Remembrance	Chinese New year LENT	Easter Mother's day Queen's birthday	Ramadan Eid	Father's day World music day
<b>Experiences</b>	Autumn trail/ welly walks A walk in the woods, Community worker visit Build a sandcastle Make a mud pie	Fairies Road safety Anti-bullying week Post letter to Father Christmas See a live show	Zoo visit Random acts of kindness Internet safety Bakes a cake	Walk to the park Minibeast hunt Prepare and have a picnic Visit a farm Easter egg hunt	Write a postcard to a penpal from a different school Grow a flower Grow a vegetable and eat it Ride a bike Treasure hunt	Listen to live music Roll down a grassy hill Fly a kite Walk barefoot Cloud watching

**\*\* Order of teaching of some units may vary depending on children's interests, needs and abilities.**