Somerdale Educate Together

Medium Term Overview 2026-2027 – **Term 2 – Reception**

Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.

Note: As referenced in the Statutory Framework for the Early Years Foundation Stage (DfE April 2017), the EYFS seeks to provide a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly. This document presents an overview of enquiries/provision that we intend to provide over the course of the year. The implementation of these learning opportunities may differ, depending on the needs and interests of the children throughout the year which are regularly assessed and reviewed.

Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key Events/ Assessments	Bonfire night Road safety week	Diwali World kindness day	Odd socks day World children day Anti bullying week/children in need	SEND coffee morning	Panto Immunisations Assessment week	Peace/Human Rights Day Autumn data Xmas dinner	EYFS nativity Last day of term – children finish at 1pm INSET pm	
School Values	Friendship, Peace							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 6- You have the right to life, to grow up and reach your full potential.	Article 6- You have the right to life, to grow up and reach your full potential.	Article 6- You have the right to life, to grow up and reach your full potential.	Article 6- You have the right to life, to grow up and reach your full potential.	Article 30 - You have the right to speak your own language and follow your family's way of life.	Article 30 - You have the right to speak your own language and follow your family's way of life.	Article 30 - You have the right to speak your own language and follow your family's way of life.	
Main Enquiry Questions	***What is a celebration?***							
Learn Together, including RE	values Demonstrate an understanding of values such as respect, kindness, co-operation and responsibility.	Values Discuss the meanings of these values. Identify these values in stories, songs, poems and scenarios.	Values Identify specific examples of these values within the classroom and school setting.	Special books Identify their favourite book(s) and books that have significant meaning for them. Articulate the reasons for this choice. Identify that books can be special to people for different reasons. Identify circumstances and times when they like to look at	Special books Identify reasons that make some books special. Identify how the status of some books can be elevated to become special (e.g. signed by author, have a personal message, receive a religious blessing, decorated with a special cover.	Special books Identify a special book associated with one belief system. Recall why the book is special for many members of the belief system. Articulate whether there are special conditions associated with handling this book or keeping it safe.	Special books Engage in debate and discussion on the importance to belief community of reading texts either individually or within a community setting. Engage in debate and discussion on whether it's important that special books are treated with respect.	

				/read a book by them selves and when they like to have a book read to them. Name feelings and actions that are brought about when they interact with special book.				
Focus Text	***Iris and Isaac***							
Fairy Tale & Canon of Literature linked texts	Goldilocks and the three bears Owl babies Celebrations! The nativity							
Communication and Language	Maintain attention for short periods of time in new situations e.g., during assembly times as well as familiar ones. Can stay with a self selected task for longer periods of time rather. Know how to listen carefully e.g., look at the speaker, think about what they are saying. Make relevant comments when listening to stories and answer a *why* question based upon what has been read. Link events in a story to their own experiences. Use intonation to make meaning clear to others Start a conversation with peers and a familiar adult. continuing for many turns. Retell a past simple event e.g., how they fell over. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Orally compose a sentence and hold it in memory to share with others. Talks more extensively about things that are of particular importance to them.							
Literacy	CVC words/captions Helping hands Labelling Handwriting Name writing Letter join formation focus. Phase 2 Little Wandle– introduce printed letter shapes through phonics and practice through adult-led planned literacy sessions/small group adult guided once a week morning activities. Jellies and zig-zags Loopies and waves Morning Handwriting: Pre-Writing patterns & CVC words Anticipate – where appropriate – key events in stories Begin to retell stories Use recently introduced vocabulary							

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<tr><td></td><td colspan="8">Making inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them.
Read most individual letters by saying the sounds for them
Can orally blend some simple cvc words with support.
Hear and record learnt initial and end sounds in words
know there is a sound/symbol relationship.
Write letters in strings, sometimes in clusters like words.</td></tr>
<tr><td rowspan="2">Phonics</td><td>Phase 2</td><td>Phase 2</td><td>Phase 2</td><td>Phase 2</td><td>Phase 2</td><td>Phase 2</td><td>Phase 2</td><td>Phase 2/assessment</td></tr>
<tr><td colspan="8">Home Support: Click here for more information on how sounds are taught, and the order.
Busy Things can be accessed from home with useful phonics games and activities. Click here to view our parent guide on phonics.</td></tr>
<tr><td rowspan="2">Physical Development including handwriting/ letter formation</td><td colspan="8">PE Sessions start
Fundamentals Unit 2
Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.
Sitting on the carpet, or in a chair, showing more refined core strength for short periods of time.
Use rotated shoulder movements to manipulate large play resources or writing materials.
Explore a range of large and small apparatus both indoors and outdoors.
Develop confidence when engaging in activities that involve a ball.

Handles tools, objects, construction, and malleable materials safely and with increasing control and intention.
Shows a preference for a dominant hand.
Begins to form recognisable letters after adult modelling.
Developing scissor hold and can snip paper, moving forward and can cut a curved line.
Makes marks in different directions and multiple directions such as x

Can use cutlery effectively</td></tr>
<tr><td colspan="8">Home Support: Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.
Username - qr7427
Password - home</td></tr>
<tr><td>Mathematics
For more information on the focus of the steps, please click here.</td><td>Circles and Triangles</td><td>Circles and Triangles</td><td>1, 2, 3, 4, 5</td><td>1, 2, 3, 4, 5</td><td>Shapes with 4 sides</td><td>Shapes with 4 sides</td><td></td><td></td></tr>
<tr><td></td><td colspan="8">Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice.
Early Years 1 Minute Maths App for all year groups Busy Things can be accessed from home with useful maths games and activities. Click here to view our parent guide on how to support with mathematics.</td></tr>
<tr><td>Personal, Social and Emotional Development</td><td colspan="8">Talks about their own and others' feelings and behaviour and its consequences.
Can show concern for others and show awareness of how their actions may impact on others.
Begin to express their feelings and consider the perspective of others.
With increasing independence begin to take turns and share resources.
Can usually tolerate delay when needs are not immediately met.
Can say when they need help.
Is more aware of their relationship to particular social groups and sensitive to prejudice and discrimination.
With some support can get dressed and undressed for PE sessions.
Can independently choose an area they would like to play in or resources they would like to use.</td></tr>
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	Show an awareness of right and wrong. Develop a particular friendship with other children, which help them understand different points of view and to challenge their own and others' thinking. Continue to build constructive and respectful relationships with others.
Understanding the World	*Identify and visually represent their own day on a simple timeline.* *Can use words to sequence eg, first, next, in the end.* *Knows there are days of the week/seasons and begin to name them.* *Find out about key historical events and begin to understand why and how we celebrate today, e.g., Remembrance Day, Diwali, Christmas Day (link to LT).* *Begin to ask questions and use a variety of different sources with adult support to find answers to questions about the past.* *Understand that some places are special to members of their community.* *Recognise that people have different beliefs and celebrate special times in different ways.* *Begin to recognise some similarities and differences between life in this country and life in other countries.* *Identify where we live and recognise the map of the UK.* *Notice and talk about the change of season – autumn to winter including animal behaviour.* *Can talk about some natural features they see and feel during different seasons, including different weather.* *Make observations of and offer explanations for changing states of matter – freezing.* *Can use simple language to describe plants and animals.*
Expressive Arts and Design	Understands they can paint shapes/marks to represent people/objects. Begin to explore colour mixing. Represent familiar objects (family, themselves, animals etc) through independent drawing, painting, playdough Exploring materials and beginning to understand different materials can be used in different ways. Continue to explore a variety of materials and use them creatively. Understand different materials can be used to draw pencils, pens, chalk. Sing familiar songs in a group or on their own. Explore and engage in music making and dance, performing solo or in groups Continue to take on a role in their play. Begin to develop storylines in their play. Continues to creatively use props in their play. Explores the different sounds instruments/items make.