



# Sutton Green - Reception Curriculum

Although this yearly overview is shared, this is intended as an **example of the types of experiences children may encounter rather than a fixed programme**. The basic foundational knowledge progression for maths, reading and writing is also laid out here.

## EYFS Curriculum intent

The EYFS ethos at our school is rooted in providing a rich balance of purposeful, adult-led learning alongside meaningful opportunities for exploration and play. Carefully planned, structured teaching ensures that learning is progressive and builds the core basic skills and foundational knowledge children need to achieve a Good Level of Development, preparing them confidently for the KS1 curriculum and future learning.

Experiences such as Drawing Club and immersion in high-quality, exciting texts are carefully chosen and shaped by the children's interests, ensuring learning is engaging, relevant and motivating.

These inspiring experiences are planned to aid transition and future retrieval of knowledge and skills. This exciting content provides the foundations of progression across the curriculum whilst still allowing freedom to plan based on the interests of the children.

## Drawing Club

Drawing Club is a teacher-led, story-based learning approach that uses high-quality texts (picture books, traditional tales, animations or films) as portals into imaginative learning. Students aren't just passive listeners—they actively draw, talk, explore and write in response to the stories

*Drawing Club aims to develop a range of early learning skills through a **blended, playful** experience:*

- **Language & vocabulary** — children learn new, exciting words each week and use actions or discussions to help remember and apply them.
- **Story comprehension** — shared reading and discussion about characters, setting and plot deepen understanding.
- **Creativity & imagination** — children are encouraged to go beyond the story, imagining what might happen if things changed.
- **Drawing & mark-making** — visual representation is used as a bridge to writing, helping children express ideas confidently.
- **Early writing development** — as children progress, they move from marks to initial sounds, CVC words, captions and sentences in their drawings.
- **Fine motor and mathematical thinking** — counting shapes, discussing numbers, sizes or patterns may be integrated into drawing discussions.

*We organise Drawing Club across the week with a pattern such as:*

- **Monday:** Vocabulary + Drawing characters
- **Tuesday:** Vocabulary + Drawing settings
- **Wednesday–Friday:** Vocabulary + “Adventure Time” or “I wonder...” questions where children invent new story twists and scenarios

*Children can add **magic elements** like secret symbols or passwords to their drawings, which may be letters, sounds or words tied to their learning progression. As phonics confidence grows, these evolve into longer words and sentences.*



## **Ready Steady Phonics**

We follow the award-winning Ready Steady Phonics by Literacy Counts, a DfE-validated systematic synthetic phonics programme designed to ensure all pupils become fluent, confident readers. The programme is research-informed and impact-proven, supporting children in developing the knowledge and skills needed to decode, comprehend and enjoy reading. The progression document ensures that phonics is taught daily through a clear four-part lesson structure that builds children's understanding incrementally. Children are taught to apply their phonics knowledge in both reading and writing, supported by matched decodable texts available in print and online. Children who require additional support access targeted intervention through Ready Steady Go sessions, ensuring no child is left behind.



## **White Rose Maths**

We follow The White Rose Schemes EYFS to Year 6. White Rose Maths encourages a Concrete-Pictorial-Abstract approach to learning, it is inspired and informed by robust, world-class research and global maths experts. We supplement this with other fun resources and guidance. This allows us to adapt our lessons to give the necessary support and challenge to all children.

*In Reception, we ensure:*

- High levels of pupil engagement and involvement encourage children to think inquisitively and deeply about maths.
- Concrete materials are key to exploring and securing mathematical understanding. The concrete and pictorial stages are important parts of the learning process and should be valued, not rushed through. This understanding is then able to transfer into abstract thinking.
- Students have the opportunity to expand and explore their mathematics skills through different deliveries of teaching including whole class teaching, small group/paired work.
- Pupil talk is encouraged at every opportunity, enabling peer support, challenge and/or refinement of ideas and promoting the use of mathematical vocabulary.
- Have high expectations towards the use of mathematical language through explicit teaching of key vocabulary.
- Through our daily mental maths skills time students are able to improve and enhance their fluent knowledge and recall of numbers facts.

## Example Yearly Overview (including progression in Reading, Writing and Maths)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>  Writing Progression	<b>Mark Making &amp; Motor Development</b> <ul style="list-style-type: none"> <li>Gross motor control (Strong Foundations)</li> <li>Dough gym, large-scale movements</li> <li>Pencil grip development</li> </ul> <b>Writing Knowledge</b> <ul style="list-style-type: none"> <li>Marks have meaning</li> <li>Drawings represent ideas</li> <li>Begin to label pictures</li> <li>Write own name (with model/support)</li> </ul> <b>Transcription</b> <ul style="list-style-type: none"> <li>Form letters: s a t p i n m d g o c k c k e u r h b f f l l l s s</li> <li>Write CVC words using taught graphemes</li> </ul>	<b>Transcription</b> <ul style="list-style-type: none"> <li>Form letters: j v w x y z z z qu ch sh th ng</li> <li>Write CVC words using taught graphemes</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>Orally compose a sentence</li> <li>Begin to write simple captions</li> </ul>	<b>Transcription</b> <ul style="list-style-type: none"> <li>Form some Phase 2 letters correctly</li> <li>Spell CVC words independently</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>Write simple phrases using taught GPCs and CEWs with support.</li> <li>Use finger spaces</li> <li>Attempt capital letters</li> <li>Attempt full stops</li> </ul>	<b>Transcription</b> <ul style="list-style-type: none"> <li>Write some words with digraphs</li> <li>Form most Phase 2 letters correctly</li> <li>Spell some of the taught common exception words: is I the to into no go so he me we be she was my by her you they</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>Write short phrases and sentences with greater independence</li> <li>Begin to re-read own writing</li> </ul>	<b>Transcription</b> <ul style="list-style-type: none"> <li>Spell Phase 3 words</li> <li>Spell most taught common exception words: is I the to into no go so he me we be she was my by her you they</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>Orally tell simple narratives</li> <li>Orally tell and hold a simple sentence</li> <li>Write for different purposes (labels, lists, captions)</li> <li>Write simple sentences independently</li> </ul>	<b>Transcription</b> <ul style="list-style-type: none"> <li>Spell some words with adjacent consonants</li> <li>Use capital letters and full stops with increasing independence.</li> <li>Spell the taught common exception words: is I the to into no go so he me we be she was my by her you they</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>Write more complex sentences independently</li> <li>Orally tell and hold a simple sentence</li> <li>Write for different purposes (labels, lists, captions)</li> <li>Write simple recounts and stories</li> </ul>
<b>English</b>  Reading progression (Phonics)	<b>Graphemes taught::</b> <ul style="list-style-type: none"> <li>s a t p i n m d</li> <li>g o c k</li> <li>c k e u r</li> <li>h b f f l l l s s</li> </ul> <b>Phonics Knowledge</b> <ul style="list-style-type: none"> <li>Blend VC and CVC words</li> <li>Segment words for spelling</li> <li>Read simple words: sat, pin, tap</li> </ul> <b>Common exception words taught:</b> is I the to into no go so	<b>Graphemes taught</b> <ul style="list-style-type: none"> <li>j v w x</li> <li>y z z z qu</li> <li>ch sh th ng</li> </ul> <b>Phonics Knowledge</b> <ul style="list-style-type: none"> <li>Read and spell CVC words</li> <li>Read simple sentences</li> </ul> <b>Common exception words taught:</b> he me we be she	<b>Graphemes taught:</b> <ul style="list-style-type: none"> <li>nk ai ee igh oa</li> <li>oo oo ar or ur</li> </ul> <b>Phonics Knowledge</b> <ul style="list-style-type: none"> <li>Read and spell CVC words</li> <li>Read simple sentences</li> </ul> <b>Common exception words taught:</b> was my by her you they	<b>Graphemes taught:</b> <ul style="list-style-type: none"> <li>er ow oi air ear ure</li> <li>tt gg pp nn mm</li> </ul> <b>Reading Skills</b> <ul style="list-style-type: none"> <li>Read longer sentences</li> <li>Begin to read simple books</li> </ul> <b>Common exception words taught:</b> all are	<b>Graphemes taught:</b> Consolidation of phases 2 and 3	<b>Phonics knowledge</b> <ul style="list-style-type: none"> <li>Adding s and es</li> <li>CVC words containing two digraphs</li> </ul> <b>Reading Skills</b> <ul style="list-style-type: none"> <li>Read books matched to phonics knowledge</li> </ul>
	<b>Phonics Knowledge</b> <ul style="list-style-type: none"> <li>Blend VC and CVC words</li> <li>Segment words for spelling</li> <li>Read simple words: sat, pin, tap</li> </ul> <b>Common exception words taught:</b> is I the to into no go so	<b>Phonics Knowledge</b> <ul style="list-style-type: none"> <li>Read and spell CVC words</li> <li>Read simple sentences</li> </ul> <b>Common exception words taught:</b> he me we be she	<b>Phonics Knowledge</b> <ul style="list-style-type: none"> <li>Read and spell CVC words</li> <li>Read simple sentences</li> </ul> <b>Common exception words taught:</b> was my by her you they	<b>Phonics Knowledge</b> <ul style="list-style-type: none"> <li>Read longer sentences</li> <li>Begin to read simple books</li> </ul> <b>Common exception words taught:</b> all are	<b>Phonics knowledge</b> <ul style="list-style-type: none"> <li>Adding s and es</li> <li>CVC words containing two digraphs</li> </ul> <b>Reading Skills</b> <ul style="list-style-type: none"> <li>Read books matched to phonics knowledge</li> </ul>	<b>Phonics Knowledge</b> <ul style="list-style-type: none"> <li>Consolidation of phases 2 and 3</li> <li>CVCC and CCVC words</li> <li>Adjacent consonants</li> </ul> <b>Reading Skills</b> <ul style="list-style-type: none"> <li>Read simple books fluently</li> </ul>

	<ul style="list-style-type: none"> <li>Hold books correctly</li> <li>Understand books have meaning</li> <li>Recognise own name</li> <li>Understand print carries meaning</li> </ul>	<ul style="list-style-type: none"> <li>Join in with repeated refrains</li> <li>Read books matched to phonics knowledge</li> </ul>	knowledge	<ul style="list-style-type: none"> <li>Increase fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>Increase fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about what is read</li> </ul> <p><b>Common exception words taught:</b> <i>consolidate</i></p> <ul style="list-style-type: none"> <li>the to I go no he she we me be was my you they all are her</li> </ul>
<p><b>Maths progression</b></p> <p><i>Number</i></p> <p><i>Numerical patterns</i></p>	<p><b>White Rose topics -</b></p> <p><u><b>Match, Sort and Compare</b></u> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p><u><b>Talk about Measure and Patterns</b></u> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p><u><b>It's Me 1,2,3</b></u> (The below is continued into Spring 2) Find 1,2,3 Subitise 1,2,3 Represent 1,2,3 1 more 1 less Composition of 1,2 and 3</p>	<p><b>White Rose topics -</b></p> <p><u><b>It's Me 1,2,3</b></u> (continued) <u><b>Circles and Triangles</b></u> Identify and name Compare Shapes in the environment Describe position</p> <p><u><b>1,2,3,4,5</b></u> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 1-5</p> <p><u><b>Shapes with 4 sides</b></u> Identify and name Combine shapes Shapes in the environment My day and night</p>	<p><b>White Rose topics -</b></p> <p><u><b>Alive in 5</b></u> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p><u><b>Mass and capacity</b></u> Compare mass Find a balance Explore capacity Compare capacity</p> <p><u><b>Growing 6,7,8</b></u> Find 6,7,8 Represent 6,7,8 1 more 1 less Composition of 6,7,8 Make pairs - odd and evens Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p>	<p><b>White Rose topics -</b></p> <p><u><b>Length, height and time</b></u> Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p><u><b>Building 9 and 10</b></u> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements to 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore odd and even</p> <p><u><b>Explore 3D shapes</b></u> Recognise and name Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p><b>White Rose topics -</b></p> <p><u><b>To 20 and beyond</b></u> Build numbers beyond 10 (10–13) Continue patterns beyond 10 (10–13) Build numbers beyond 10 (14–20) Continue patterns beyond 10 (14–20) Verbal counting beyond 20 Verbal counting patterns</p> <p><u><b>How many now?</b></u> Add more How many did I add? Take away How many did I take away?</p> <p><u><b>Manipulate, compose and decompose</b></u> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p>	<p><b>White Rose topics -</b></p> <p><u><b>Sharing and grouping</b></u> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p><u><b>Visualise, build and map</b></u> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p><u><b>Make connections</b></u> Deepen understanding Patterns and relationships</p> <p><u><b>Consolidation</b></u></p>

Topics	All about Me - Settling in Traditional Tales	Ready, Steady, Go!	On The Farm	Plantasaurus! Minibeasts	Explorers	Commotion in The Ocean
Experiences	PI's, stories & hot chocolate	Walk in the local community (transport focus)  Spooky dress up	Local walk to Tesco for bread making ingredients  Making bread	Dinosaur dress up	Pirate Day  Visits to Little Sutton library	Blue Planet Aquarium
Suggested Texts	The Paper Dolls The Tortosaurus The Best of Me Goldilocks and the Three Bears' The Three Little Pigs Jack & the Beanstalk	Room on the Broom Bear on the bike The Hundred Decker Bus Stickman	A Squash and a Squeeze What the ladybird Heard Little Red Hen Farmer Cleggs's Night Out	Gigantosaurus Tyrannosaurus Drip Saturday Night at the Dinosaur Stomp Butterfly Bouquet Sam Plants a Sunflower	The Pirates are Coming Pirates love Underpants Whatever Next Beegu	Commotion in the Ocean Rainbow Fish Somebody Swallowed Stanley What the Sea Saw The Lighthouse Keeper's Lunch
Special Weeks/Events	Diwali	Room on the Broom	National Storytelling week Chinese New Year	Easter	Contrasting Environments	World Ocean Day (6th June) Transitioning to Year 1
Personal, Social and Emotional Development	Our families School rules and routines What makes a good friend? Morals Healthy choices Handwashing Toothbrushing Importance of exercise	Road safety - being a safe pedestrian Appropriate clothing Introducing The Colour Monster	Teamwork and resilience Expressing own feelings considering the feelings of others Personal hygiene	Caring and respecting living things Celebrating difference	Managing feelings in the face of challenge Resilience Perseverance	Caring and respecting our environment/world Perspectives of others Objects that are special to us
Physical Development (PE Focus)	Games for Understanding	Gymnastics High, Low, Over, Under	Dance - Nursery Rhymes	Ball Skills - Hands 1	Bats, Balls & Balloons	Ball Skills - Hands 2
Understanding the World	Exploring culture and communities Materials and their properties Harvest	Transport from the past and present The Christmas Story Changing Seasons	Map Making Animals and their habitats Changes of state Nocturnal animals Shrove Tuesday	Herbivores, carnivores & omnivores Natural world - planting Minibeasts Easter	Drawing information from maps Contrasting environments Exploring school grounds Bird migration	Exploring the natural world Recycling Classifying materials Effect of changing seasons Pollution Water safety Sun safety Objects from the past
Expressive Arts & Design	Making clay Diva lamps Diwali dancing Paper Dolls	Christmas Show Junk model vehicles Making Stickmen	Talent Show Sock Puppets Making habitats Making musical instruments Dragon dancing	Salt dough fossils/bones Easter crafts Dino stomp!	Rocket making Treasure maps	Using recyclable materials to create functionable items e.g. pencil pots