

RECEPTION LEARNING JOURNEY

THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do:

Performance, Social, Community, Team and Communication. Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

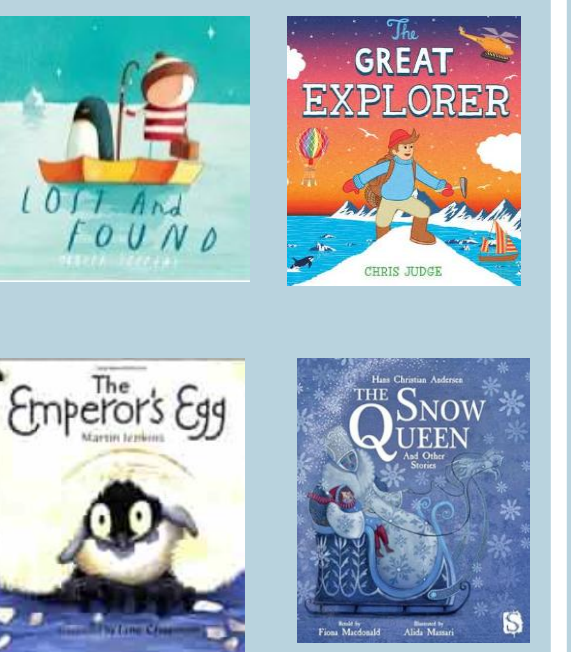
PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
				
Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking.	Learning how to build and maintain positive relationships.	Understanding what it means to contribute to school, local and global communities.	Learning how to work together towards a common goal.	Building confidence in expressing ideas clearly and effectively.
Encouraging self-expression and creativity while overcoming nerves.	Developing kindness, empathy and respect for others.	Developing a sense of responsibility for others and the environment.	Developing leadership skills by taking on responsibilities within a group.	Learning how to listen actively and respond thoughtfully.
Learning to engage and inspire others through performance.	Understanding how to work with different personalities and navigate social situations.	Taking part in projects that benefit the wider world, fostering a sense of belonging.	Understanding different roles in a team and how to contribute effectively.	Developing skills in debating, presenting and storytelling.



BRIGHT BEGINNINGS

As part of The Pathway, children take part in Bright Beginnings - hands-on experiences that build life skills and support their personal development. Each activity links to one of the five Trails, and offers a fun, practical way to grow in confidence, independence and teamwork. Below are this year's Bright Beginnings moments for this year group.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Perform a nursery rhyme	Make a picnic and share with buddies	Hatch and care for spring chicks	Work together to build a bug hotel	Share a favourite outdoor adventure story

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
	We Belong Here	Into the Dark	Frozen Kingdom	Calling all Superheroes	Our Wonderful World	Sandcastles and Seashells
Literacy Some of the texts we use with Drawing Club						
Phonics Floppy Phonics	ORT level 1+ s a t p l n m d g o c k c k h b f f l l l l e	ORT Level 2 j v w x y z z z q u c h s h	ORT Level 2 t h n g d g e v e w h c k s t c h n k	ORT Level 3 a i e e i g h o a o o o o a r o r u r o w o i e a r	ORT Level 3 a i r e r e r u e u r e t u r e	Consolidation
Literacy	- Explore a wide range of mark-making tools and materials to develop early writing movements and control. - Begin to give meaning to marks and drawings, explaining what they represent. - Develop correct pencil grip and begin forming simple shapes and patterns needed for writing. - To write their name copying letters from a model.	- Use drawing to represent ideas, characters and introduce Drawing Club stories and real-life events. - Begin to add recognisable letter shapes or symbols to drawings. - Practise correct pencil grip and control through fine motor activities and guided drawing. - Begin to hear and record some initial sounds in words during supported writing opportunities.	- Use phonic knowledge to attempt writing simple words linked to Drawing Club stories and play. - Label drawings, characters or objects using initial sounds and simple CVC words. - Develop letter formation through regular handwriting practice linked to phonics learning. - Begin to compose simple oral sentences before attempting to write. - Write their name independently	- Write simple words and phrases to describe drawings, characters or story events. - Use phonics knowledge to spell simple CVC and some CVCC/CCVC words. - Form most lower-case letters correctly and begin to write with increasing control. - Begin to sequence ideas from stories and represent them through drawing and early writing.	- Write simple sentences linked to Drawing Club stories, experiences or imaginative ideas. - Use finger spaces between words and attempt basic punctuation such as capital letters and full stops. - Re-read writing to check it makes sense and explain their ideas to others. - Use drawing as a planning tool before writing. - Form most letters correctly and show control over size.	- Write simple sentences independently to record ideas, stories or information. - Use phonics knowledge to spell many regular words and attempt unfamiliar words. - Form most letters correctly and write with increasing fluency and stamina. - Begin to write short sequences of sentences linked to stories, experiences or imaginative play
MATHS FOCUS	Match, sort and compare Talk about measure and patterns It's me 123 Weeks 1-7 Mastering Number NCETM	Circles and triangles 1, 2, 3, 4, 5 Shapes within 4 sides Weeks 8-15 Mastering Number NCETM	Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, height and time Weeks 16-21 Mastering Number NCETM	Building 9 and 10 Explore 3-D shapes Weeks 22-27 Mastering Number NCETM	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Weeks 28-31 Mastering Number NCETM	Visualise, build and map Make connections Consolidate
Personal, Social and	Settling into routines and environment Forming positive relationships with peers and adults	Developing cooperative play and friendships Recognising own and others' emotions	Building resilience in new activities Negotiating and problem-solving with peers	Promoting teamwork in structured and unstructured activities - Managing strong emotions and frustration	Independence and Social Skills Fostering independence in learning and routines - Supporting conflict resolution and friendships	Consolidation and Transition Consolidating self-regulation and resilience - Preparing for transition to Year 1 - Strengthening empathy.

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Communication and Language	Building confidence to communicate in a new environment Develop listening skills through short carpet sessions, simple instructions and attention games. Respond appropriately to one-step instructions and begin to follow classroom routines independently. Begin to express needs, feelings and ideas using simple sentences. Engage in conversations with adults and peers, taking turns in talk.	Extending language and understanding Follow two-step instructions within play and adult-led activities. Retell familiar stories and experiences using simple sequencing language (first, then, next). Develop topic-based vocabulary linked to festivals, celebrations and environments. Listen attentively during longer inputs and respond with relevant comments or questions.	Deepening understanding and expressive language Ask and answer “how” and “why” questions about stories, events and learning. Use descriptive language to talk about settings, characters, materials and experiences. Participate in small group discussions, building on others’ ideas. Begin to use past, present and future forms accurately when talking about events.	Sustaining conversation and explaining thinking Engage in sustained back-and-forth conversations during play and learning. Explain ideas, choices and problem-solving processes using extended sentences. Clarify meaning when not understood and ask for help appropriately. Use specific vocabulary linked to curriculum topics (e.g., community roles, seasonal change).	Speaking with clarity and independence Use talk to organise, sequence and clarify thinking in play and structured tasks. Adapt language for different audiences (e.g., role play, presenting, storytelling). Offer explanations for observations and predictions. Listen respectfully to others’ viewpoints and respond appropriately.	Fluency, reasoning and presentation skills Speak audibly and confidently in small groups and whole-class situations. Retell stories and events with clear structure and detail. Participate in discussions, offering opinions and reasons. Demonstrate secure listening skills, following multi-step instructions independently.
Physical Development <i>Reception have one PE lesson a week. Outdoor provision is their other area of physical development so they complete six PE Passport units rather than twelve.</i>	Fine Motor Skills Share equipment, take turns and negotiate space successfully. Use the strength in my hands to manipulate objects; pick up, carry and thread with control. Play tagging and chasing games safely, attacking and defending. Know what to do with my arms and eyes to balance on one leg, and some effects of activity on my body. Build carefully using small objects.	Gymnastics Know and perform the five basic balances, individually and with a partner. Link the balances into a sequence and improve the travelling movements. Know the meaning of travel, sequence and partner sequence. Use apparatus safely, creating and improving a sequence on apparatus with a partner.	Fundamental Movement Skills 1 Know that a good balance means stillness, and which parts of my body help me balance. Hop on either leg, and jump for distance from two feet to two feet, landing on two feet. Perform an overarm and an underarm throw, with the opposite foot forward. Catch a bounced ball, using balance to help when throwing and catching.	Object Control 1 Roll different objects and travel with an object. Keep my head up when running fast to avoid bumping into anyone. Strike an object, including a balloon with an open hand. Bounce and catch a ball, carry an object safely and throw underarm.	Athletics 1 Show a good position of readiness and know how to start a race. Share space, run with my head up and run efficiently within a lane. Jump from one foot to two feet and two feet to two feet, and jump for height. Throw accurately and with good technique, standing correctly to throw overarm.	Target Games 1 Throw a ball underarm with some accuracy at a target, with the opposite leg forward. Strike a ball with my foot for power, and kick with some accuracy with both feet. Roll a ball with some accuracy with both hands, bending with one leg forward. Work with others and take turns.
Understanding of the World	- Explore and talk about their families, homes, and belonging to the school and local community (Knutsford). - Sequence simple life events and discuss how they have grown and changed over time. - Notice seasonal changes in Autumn and use senses to describe the environment. - Explore the concept of the past through dinosaurs and fossils; compare “long ago” to “now”.	- Learn about animals in their close environment. - Learn about nocturnal animals and animals that hibernate for Winter. - Explore how people celebrate festivals such as Diwali and Christmas, recognising similarities and differences. - Talk about past events through photographs and stories from earlier times. - Begin to describe night and day, light and dark, and their effects on the natural world - Talk about the sun, earth and Moon.	- Investigate polar regions and identify where these places are on the world map. - Look at animals that live in the Arctic and Antarctica. - Look at the job of an explorer and how they help us to find out more information about our world. - Compare different climates and habitats and begin to use vocabulary such as <i>cold, arctic, tundra, temperature</i>. - Carry out simple ice experiments and talk about why materials change state - Learn about the celebration of the Lunar New Year	- Recognise real-life “superheroes” and learn about the roles of people who help us in the community. - Invite in visitors (e.g., doctor, firefighter, police) and ask questions to find out more about their work. - Observe seasonal changes during Spring and discuss new growth in plants and animals. - Learn about and compare celebrations such as Easter and Eid.	- Observe and talk about life cycles, including chicks hatching and the stages of a frog’s development. - Learn how to care for living things and show respect for the natural world. - Plant seeds and explore what plants need to grow; observe changes over time. - Investigate minibeasts in their habitats and understand the importance of protecting living things.	- Explore marine life and understand the basic features of sea habitats. - Learn how to look after the oceans and discuss ways to reduce pollution. - Compare seaside holidays in the past and present through photographs and stories. - Reflect on their Reception journey and prepare for transition to Year 1
Expressive Arts and Design	Exploring materials & beginning to represent themselves and others - Experiment with drawing tools to create self-portraits and portraits of friends, exploring shapes, features and simple mark making. - Use a variety of media (paint, crayons, pencils, pastels, paper, junk) - Sing familiar songs and learn a simple performance piece for Grandparents’ Day, developing confidence in performing.	Exploring light, colour, pattern & performance - Create artwork inspired by Diwali and Christmas (lanterns, shadow puppets, cards), exploring how light and shadow change appearance. - Explore colour, pattern and shape through Kandinsky-inspired circles; begin to talk about their artistic choices. - Learn and perform Christmas songs; respond to music such as Tchaikovsky’s <i>Nutcracker</i> with movement and simple dance actions. Perform in the Christmas Nativity.	Experimenting with media, texture & early techniques - Explore winter scenes using layered materials (foil, cotton wool, textured paint), talking about how different materials feel and look. - Develop colour-mixing skills to create cold, icy tones; explore painting with unconventional tools (cotton buds, brushes, sponges). - Use watercolours to create castles or polar landscapes, building control in brush handling and blending.	Designing, making & purposeful creativity - Create superhero props, Supertato models or role-play additions, selecting tools and joining techniques for a purpose. - Use junk to create a trap, children design and make their model. They will select their own resources and use joining techniques. - Explore vegetable printing and create artwork inspired by Giuseppe Arcimboldo, talking about composition and form. - Make Easter cards. - Observational painting. Look at daffodils and spring flowers using watercolours.	Observation, detail & imaginative construction - Develop observational drawing and painting skills through minibeasts, flowers and plants using watercolours and fine tools. - Use recycled and natural materials to build minibeast junk models and design simple animal homes, strengthening joining skills. - Explore music and movement linked to minibeasts (bee dances, wriggly worm songs) and perform simple rhythmic patterns. - Sing, dance and rehearse a line to perform in the class assembly.	Inventing, performing & creating with confidence - Create pirate-themed art (boats, treasure maps) and sea-life collages (sand art, Rainbow Fish textures) using mixed media. - Make puppets (paper-plate jellyfish, sea creatures) and perform simple puppet shows using imaginative storylines. - Explore colour mixing for ocean tones and experiment with large-scale outdoor art using sand, water and natural materials.