



Reception Curriculum Overview 2026-27

Subject Area	Autumn Term		Spring Term		Summer Term	
Characteristics of Effective Learning	Three characteristics of effective teaching and learning are: - playing and exploring - children investigate and experience things, and ‘have a go’ - active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements - creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things					
Over Arching Principles	Four guiding principles should shape practice in early year’s settings. These are: -every child is a unique child , who is constantly learning and can be resilient, capable, confident and self-assured -children learn to be strong and independent through positive relationships -children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. -Importance of learning and development . Children develop and learn at different rates.					
Key Texts/Stimuli	All About Me Harvest	Autumn/ Christmas Remembrance Day Bonfire Night Diwali	Under The Sea Chinese New Year Growing	Dinosaurs Mother’s Day Easter	Mini-beasts Life Cycles	People Who Help Us/ Superheroes
Literacy	Rhyme and repetitive chants Descriptive writing Name writing Retell Captions Describing	Fiction/Non Fiction Descriptive Writing Greetings Captions Retell	Fiction and non-fiction Traditional Tales/Fairy tales Instructions Retell/Recount Adjectives/Descriptive writing Captions Rhyming	Greetings/Cards Posters Captions/Labels Lists Recount/Retell	Captions/Labels Sequencing Recount/Retell Recipe writing Fiction and non-fiction Descriptive writing	Descriptive writing Character Descriptions Sentence writing Labels/Captions Fiction and non-fiction Predictions
Mathematics	WRM 1:1 correspondence Counting Match and Sort Compare amounts Subitising One more/Less	WRM 1, 2, 3 Representing Composition of number Circles/Triangles Positional Language Numbers to 5 Shape/Time Pattern Size/Capacity	WRM Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Mass Capacity 6, 7, 8 Combining 2 amounts Length/Height	WRM 6, 7, 8 Combining 2 amounts Length/Height Making pairs Counting 9 and 10 Comparing numbers to 10 Bonds to 10 Spatial awareness Pattern/3d shape	WRM Building numbers beyond 10 Counting beyond 10 Spatial reasoning- Match, Rotate, Manipulate Adding more/Taking away Spatial Reasoning -compose and decompose	WRM Doubling Sharing and Grouping Even and Odd Spatial Reasoning - Visualise and Build Patterns and relationships Spatial reasoning- mapping
Understanding The World	*Human lifecycles: change and growth	*Investigating Light and Dark (Autumn)	*Floating and Sinking	*Plants: showing care and concern for living things (RE/Easter/ Growing)	*Finding out about and exploring	*Seasonal Change - Summer
	*Senses (All about me)	*Seasons -Autumn	*Seasons - Winter	*Developing an understanding of decay and changes over time (Dinosaurs)	*Caterpillar/ frog lifecycles growth/change (Mini-beasts)	*Healthy Eating/ Looking after our teeth
				*Seasons - Spring	*Exploring different animals and their habitats (Mini-beasts)	

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'



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Understanding The World (technology)	Use ICT hardware to interact with age appropriate computer software and photo's (IPADS) Online E-safety		Use ICT programming- Beebots. Online E-safety		Barefoot EYFS Unit Online E-safety	
Understanding The World (The World)	Children talk about what they see as summer turns to autumn.	Children talk about their local area and what they recognise in the area.	The children identify the UK on a map. Children then identify China on a map, compare the two and talk about what they might see in China. (Chinese New Year) Children talk about what they see as autumn turns to winter.	Children talk about what they see as winter turns to spring.	Children investigate the natural environment around school and the local area. (Minibeasts//Nomad Rangers) Children talk about what they see as spring turns into summer.	Children think about who lives in their local area and what they see when coming to school (church etc.) identifying key points along the way. Children are shown Lowton's location on a UK map. Children talk about summer and what we see.
Understanding The World (People and Communities)	Children talk about past and present events in their own lives and the lives of family members. (All About Me)	Children learn about Guy Fawkes and the Gunpowder Plot, discussing why and how we still celebrate today. Children learn about Remembrance day and why we remember the fallen soldiers. The children can talk about what Remembrance day is.	Children learn about the Chinese Culture and celebrations.	The children learn about Mary Anning - Palaeontologist (Dinosaurs)	Children to identify what has changed from the beginning of the year to now. To identify similarities and differences between themselves and others, communities and traditions.	Children to know about similarities and differences between themselves and others, and among families, communities and traditions. Encourage children to develop positive relationships with community members. (Superheroes)
PE	Dance Games	Dance Games	Dance Games	Dance Real PE – 1 st and 2 nd unit	Gymnastics Real PE – 3 rd and 4 th unit	Gymnastics Real 5 th and 6 th unit
RE	Harvest I am Special	Incarnation	Stories Jesus Heard Stories Jesus Told	Easter	Special People	Special Times
PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Expressive Arts and Design	*Self-portrait (drawing - All about me) *Colour Mixing- pink, grey, orange, blue, brown (handprints)	*Painting (Autumn) *Leaf printing *Playdough Modelling (hedgehogs) *Finger painting/Colour Mixing (Bonfire night pictures)	*Jellyfish watercolour project *Collage - Lions *Painting and colour mixing- Whales *Decorate fish (sewing)	*Clay impressions - Shells	*Painting/colour mixing/Symmetry - Butterfly *Junk modelling – mini-beasts	*Pastels - Colour mixing – Fire
Expressive Arts and Design	*Design and make masks (All about me)	*Baking bread (Harvest) *Playdough/ clay modelling – Hedgehogs (hibernation).	*Sewing (Under The Sea)	*Boat building (Outdoors construction)	*Mini-beast bug hotels/models (Mini-beasts)	*3D Superhero junk modelling
Music	Exploring Sound Nursery Rhymes Counting songs	Christmas nativity production	CHIME project (Wigan Music Service)	Music and Movement	Musical Stories	Big Band
British Values	Our Reception curriculum promotes the fundamental British Values of: Rule of Law; Mutual Respect; Individual Liberty; Democracy and Respect and Tolerance of those with different faiths and beliefs in order to prepare the children for life in Modern Britain. Rule of Law—We all know that we have rules at school that we have to follow. We know who to talk to if we don't feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team. Mutual Respect— Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. We are all unique. Individual Liberty—We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. We are all respected as individuals. Democracy—We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who ever we want to. Respect and Tolerance—We have a mutual tolerance of those with different faiths and beliefs and for those without faith.					
Christian Values	The foundations of our Reception curriculum are our school Christian Values of: Love, Hope, Peace, Joy, Friendship , Compassion, Forgiveness, Service, Trust, Justice and Koinonia					

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