



St. John's C.E Primary School

Reception Curriculum Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Respect	Thankfulness	Compassion	Truthfulness	Trust	Responsibility
Topic	All about me	Special people	Where do you live?	Amazing Animals	Traveling around the world	I do like to be beside the seaside
Enrichment	Buddy Assembly Buddy time Harvest Autumn walks	Bonfire night Remembrance day Anti-bullying week Road safety Children in need Christmas Nativity Nurses, doctors, paramedics, lollipop, fire, Police (Tom and Trevor) Postman	Winter walk Traditional tales enhancement. Chinese new year food tasting. Act of kindness/ valentines Safer internet day	Lent, Shrove Tuesday World book day Mother's Day Spring walk around school grounds. Easter Trip out to a farm	What a wonderful world presentation Ramadan	Father's day Pirate day World music day Trip out Sports day
English and Phonics (Follows Little Wandle for phonics scheme.)	Increasing range of books. Mark Making. Phase 1 and 2 phonics. Handwriting. Name writing. Labelling.	Information retrieved from books and computers. Name writing. Hand writing. Labelling. Retelling stories. Phase 2 phonics. Recognises tricky words. Recognises CVC words.	Rhyming string. Reads simple sentences Character description. Using phase 2 phonics. Handwriting. Completing story maps. Retelling traditional tales. Writes tricky words. Writes short sentences. Writes CVC words.	Read and understand simple sentences. Handwriting. Uses captions and labels. Writes simple sentences. Uses phase 2 and 3 phonics. Writes Non- fiction fact file. Writes CVC, CVCC, CCVC words.	Uses vocabulary and forms speech that are increasingly influenced by their experiences of books. Uses phase 3 phonics. Writes for a purpose. Uses finger spaces, capital letters, full stops. Focus on handwriting.	Reading comprehension Non-fiction writing Using and reading phase 3 and 4 Phonics. Writes for a purpose. Uses finger spaces, capital letters, full stops. Focus on handwriting. Writes tricky words. Independent writing.
Maths (Follows White Rose for maths scheme)	Baseline assessment Early Number Early calculation Mathematical language Early understanding of pattern Matching Sorting Comparing amounts Compare size, mass and capacity.	Introducing 1 and 0. Representing 1,2,3,4,5 Comparing 1,2,3. Equal/not equal 5 frames Composition of 1,2,3 Addition 3 step pattern- triangles Circles, triangles and spatial awareness. (Jigsaws)	Comparing numbers to 5. Composition of 4 and 5. Making pairs to make the whole. Introducing whole, part, part method. Number bonds to 5 Addition and subtraction Compare mass	Length, height and time. Number 9 Comparing numbers to 9 Ordering numbers Partitioning and combining Ten rhymes 3D shape Consolidation and recap. Assessment	Building number beyond 10 Counting patterns beyond 10 Spatial reasoning 1 match, rotate, manipulate. Adding more Taking away Spatial reasoning 2 compose and decompose.	Find my pattern Double Sharing Grouping Odd and even Spatial reasoning 3 visualise and build On the move Deepening understanding, patterns and relationships Spatial reasoning 4

	Exploring patterns	<p>Introduce 4 Squares and rectangles Introduce 5 Pentagons 5 rhymes- 5 current buns, sizzling sausages 1 more/1 less Subtraction One more/one less on fingers, with counters/cubes and on a number line Comparing shapes Night and day time. Measurement. Consolidation and recap.</p>	<p>Recap and consolidate composition within numbers. Comparing capacity. Meet number 6 Making pairs Combining 2 groups Subitising on a dice Doubles Consolidate use of tens frames. Partitioning into equal groups. Whole, part, part. Doubling and halving Subitising One more than Partitioning into equal groups. Days of the week Symbols and numbers Positional language Money</p>			Mapping
Religion	<p>Myself/ Family I am special Harvest</p>	<p>Celebration Christmas Special times in our lives</p>	<p>Chinese New Year Stories Jesus heard Stories Jesus told</p>	<p>Growing Easter</p>	<p>Special places Special times</p>	<p>Our World Hinduism Friendship</p>
PSED	<p>Establishing rules in the classroom Seeing themselves as a valuable individual. Build constructive and respectful relationships with peers/teachers Express their feelings and consider the feelings of others What makes us special? Dressing- coats Healthy lifestyles – what keeps us healthy?</p>	<p>Its ok to be different Likes and dislikes Same and different families Express their feelings and consider the feelings of others Turn taking – Games Growing and changing Dressing – Shoes and socks and changing for PE Healthy lifestyles – what exercise keeps us healthy. Personal hygiene – Washing</p>	<p>Showing sensitivity towards others Keeping myself safe Safe indoors and outdoors Listening to my feelings and acting upon them. Keeping safe online People who help to keep me safe Show resilience and perseverance in the face of challenge. To work as a team Dressing – PE Kits</p>	<p>Looking after special people: Caring relationships are at the heart of happy families. Looking after my friends: What makes a good friend Being helpful at home and caring for our classroom Caring for our world Dressing - School uniform</p>	<p>Bouncing back when things go wrong: Building confidence and resilience Healthy eating Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies) Dressing - School uniform</p>	<p>Getting bigger Me and my body, girls and boys Turn taking Taking about the perspective of others Transition into Year 1 Year 1 readiness Dressing - School uniform</p>

	Personal hygiene – Hand washing & toileting Healthy eating – fruit					
Physical Development	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on.</p> <p>Multi skills- movement</p> <p>Balance</p> <p>Different ways of moving</p> <p>Negotiate space</p> <p>Travelling with confidence</p> <p>Refining fundamental skills</p>	<p>Threading, cutting, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Multi skills – equipment</p> <p>Ball skills: throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p> <p>Dance/ gymnastics</p> <p>Move energetically</p> <p>Copy basic actions</p> <p>Move to music</p> <p>Negotiate space</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip Forms recognizable letters most correctly formed</p> <p>Gymnastics using equipment</p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Using big equipment</p> <p>Awareness of space</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p> <p>Outdoor Game sports</p> <p>Follow the rules of a game</p> <p>Use a racket or a bat</p> <p>Catching the ball</p> <p>Kicking the ball</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle /</p> <p>Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognizable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Outdoor athletics</p> <p>Running skills</p> <p>Agility</p> <p>Sports day</p>
<p>Understanding the world</p> <p>Blue – History related</p> <p>Yellow- Science related</p> <p>Green- Geography related</p>	<p>Identifying family</p> <p>Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Show interest in the lives of other people who are familiar to me</p> <p>Can talk about what they do with their family and places they have been with their family</p> <p>Talking about how we change and developed as we get older</p> <p>Changing seasons Autumn</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise and describe special times or events for family or friend</p> <p>Shows an interest in different occupations and ways of life</p> <p>Talk about significant events in my own experience</p> <p>Talk about why things happen</p> <p>Floating and sinking</p>	<p>To know where I live and where my school is</p> <p>To be introduced to geographical vocab through stories such as The Little red Hen, 3 Billy Goats Gruff.</p> <p>To be exposed to what a simple map is.</p> <p>Comparing the properties of materials eg build a strong bridge.</p> <p>To make bread and observe changes.</p> <p>To make bird feeders and look at pine cones and seeds</p>	<p>Dinosaur facts knowing they are now extinct. What other animals are?</p> <p>Different categories of animals</p> <p>Growth & Change: caterpillar life cycle</p> <p>Similarities and differences between countries/environments/Africa/Animals using Handa's Hen</p> <p>Describe special events (Easter)</p> <p>Know what a plant needs to grow (growing the beanstalk)</p>	<p>Looking at transport and how it has changed over the years.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>To talk about significant people</p> <p>To look into space using Non fiction texts and the internet.</p> <p>To create a class fact file on space.</p> <p>To talk about ways in which I can look after the environment</p> <p>REFELCTION TIME DAILY</p>	<p>Planting sunflower seeds and watching them develop over time. (sunflower diary)</p> <p>Seasides past and present</p> <p>Share non-fiction texts that offer an insight into contrasting environments</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Facts about what is under the sea</p> <p>Pirate maps</p>

	Where do we live? What is my address?		<p>Learning the names of farm animals and their babies.</p> <p>Names of shelters.</p> <p>Changing seasons Winter and winter walk</p> <p>Celebrate Chinese New year</p> <p>Past and present Florence Nightingale, Mary Seacole (revisiting special people)</p>	<p>Develop an understanding of growth, decay and changes over time</p> <p>To talk about some of the things observed such as plants, animals, natural and found objects</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see</p> <p>REFELCTION TIME DAILY</p>		REFELCTION TIME DAILY
Communication and language	<p><u>Welcome</u></p> <p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them</p> <p>Show an interest in the lives of other people</p> <p>Follow instructions (settling in, putting my things away)</p> <p>Develop vocabulary: Word aware</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><u>Listen to a stories</u></p> <p>Develop vocabulary: Word aware</p> <p>What are your passions / goals / dreams?</p> <p>About family routines and special occasions</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Story language</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Choose books that will develop their vocabulary.</p>	<p><u>Tell me a story</u></p> <p>Develop vocabulary: Word aware</p> <p>Using language well</p> <p>Ask's how and why questions...</p> <p>Retell a story with story language</p> <p>Remember key points from a story</p> <p>Story invention – talk it!</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events (Chinese New Year)</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p><u>Explain to me</u></p> <p>Word Aware: explore vocab</p> <p>Reciting poems and songs</p> <p>Learn and recite, poems and songs: Rhyme of the week</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Articulate a life cycle</p> <p>Listen to and engage in and talk about selected non-fiction</p> <p>Articulate my ideas and thoughts into well-formed sentences</p> <p>Ask questions to find out more.</p>	<p><u>Recount events</u></p> <p>Word Aware: Explore Vocab</p> <p>Learn and recite, poems and songs: Rhyme of the week</p> <p>Listen to, engage in and talk about non-fiction</p> <p>Using the iPad to take a photograph</p> <p>Describe events in some detail.</p>	<p><u>Talk about differences</u></p> <p>Word Aware: Explore Vocab</p> <p>Learn and recite, poems and songs: Rhyme of the week</p> <p>Talk about similarities and differences between things in the past and now (seasides)</p> <p>Talk about the experiences they have had at different points in the school year (end of year video)</p>
Expressive art and design	<p>Join in with songs</p> <p>Exploring Colour</p>	<p>Colour mixing</p> <p>Use different textures and materials to make firework pictures.</p>	<p>Modelling</p> <p>Talk about a famous artists.</p> <p>Making lanterns, and exploring Chinese music.</p>	<p>Modelling</p> <p>To develop the ability to manipulate a variety of</p>	<p>Pastel drawings, Life cycle</p> <p>Flowers-Sun flowers (Van Gough)</p> <p>Junk modelling transport.</p>	<p>Artist Focus-paint</p> <p>Colour mixing – underwater pictures.</p> <p>Father's</p>

Purple- Art related Green – DT related Orange – Music and Drama	To draw a self-portrait (enclosing lines): draw definite features Build stories around toys (small world) use available props to support role play. Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Feelings: taking photos of children acting out emotions . Drama conventions through guided role play in areas and small world.	Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Christmas songs/poems. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. To help chop and prepare fruit to make a fruit salad. Music: Christmas Songs and nativity Drama conventions through Christmas productions	To construct with a purpose in mind. Following the charanga music framework Drama conventions through literacy	materials, including clay, to create dinosaur models. Mother's Day crafts Artwork themed around African Art Learn a traditional African song and dance and perform it / Encourage children to create their own music. Easter crafts printing, patterns on Easter eggs. To make rice crispy cakes following a simple recipe and instructions. Following the charanga music framework Drama conventions through literacy	Creating the solar system out of paper Mache. Following the charanga music framework Drama conventions through literacy.	Day Crafts Making models from recycled materials: link to keeping our sea clean. Putting our art skills into place. Creating wow art work using whatever they want. Following the charanga music framework Drama conventions through literacy.

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Respect	Thankfulness	Compassion	Truthfulness	Trust	Responsibility
Topic	All about me (7 Weeks)	Lets Celebrate! (8 weeks)	Where do you live? (5 weeks)	Amazing Animals (6 weeks)	Traveling around the world (6 weeks)	I do like to be beside the seaside (6 Weeks)
Key Texts	<p>Starting school- Allan and Janet Ahlberg</p> <p>The Colour monster goes to school/ The colour monster</p> <p>How are you feeling today?</p> <p>Fill a bucket</p> <p>The Family book</p> <p>All are welcome</p> <p>Red rockets and rainbow Jelly</p> <p>Funnybones- Allan and Janet Ahlberg</p> <p>Dogger</p> <p>Handa's surprise</p> <p>NF- The Human Body</p>	<p>People who help us Jobs</p> <p>Poetry- Out and About</p> <p>NF- Seasons and weather</p> <p>The little red hen</p> <p>What do we celebrate?</p> <p>The Christmas story- Bible</p> <p>Stick man</p> <p>Jolly Christmas post man- Allan Ahlberg</p>	<p>Gruffalo child – Julia Donaldson</p> <p>Lost and found – Oliver Jeffers</p> <p>You live where?</p> <p>Goldilocks and the three bears</p> <p>The three little pigs</p> <p>The ginger bread man</p> <p>The Jolly post man - Allan Ahlberg</p>	<p>NF- Marry Anning</p> <p>NF- The big book of dinosaurs</p> <p>The book of animals – Oliver Jeffers</p> <p>A squash and a squeeze – Julia Donaldson</p> <p>Dear zoo</p> <p>The very hungry caterpillar</p> <p>Handa's Hen</p> <p>The easter story - Bible</p> <p>Here we are - Oliver Jeffers</p>	<p>The train ride</p> <p>The naughty bus</p> <p>How to catch a star – Oliver Jeffers</p> <p>The way back home – Oliver Jeffers</p> <p>Meet the planets</p> <p>NF-The big book of space</p> <p>Clean up</p>	<p>Jack and the bean stalk</p> <p>Billy's bucket</p> <p>Tiddler – Julia Donaldson</p> <p>Lucy and Tom at the seaside</p> <p>Commotion in the ocean</p> <p>What the ladybird heard at the seaside – Julia Donaldson</p>