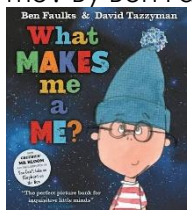
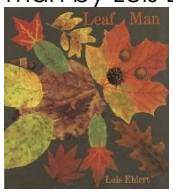
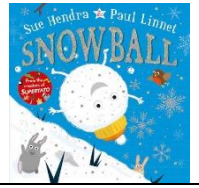
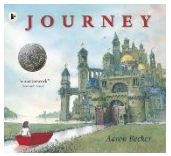
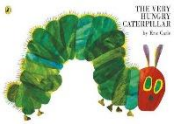
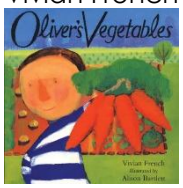
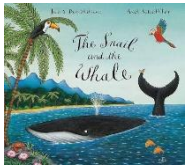
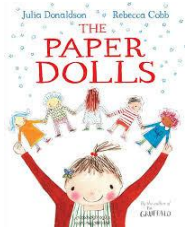
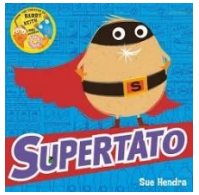
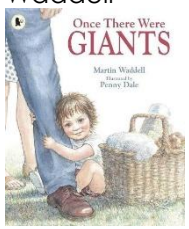
Reception Curriculum Overview 2026-27

	Aut 1 All About Me	Aut 2 Celebrations	Spr 1 Journeys	Spr 2 Down in the garden	Sum 1 The UK and the World	Sum 2 Moving on
Class book focus	The Colour Monster by Anna Llenas  What makes me a me? By Ben Faulks 	Poppies CBeebies  Leaf man by Lois Ehert  Snowball by Sue Hendra 	The Way back home by Oliver Jeffers  Journey by Aaron Becker 	The very hungry caterpillar by Eric Carle  Olivers Vegetables by Vivian French 	Snail & the Whale by Julia Donaldson  Paper dolls by Julia Donaldson 	Supertato by Sue Hendra  Once there were giants by Martin Waddell 
Literacy (Read, write, Inc)	*Books linked to Read, Write Inc phonics level.* Recognising and writing own name by copying and then knowing from memory. Using talk to link ideas to marks & drawings. <u>Writing Genres</u> Name Family members Pets Likes/dislikes	*Books linked to Read, Write Inc phonics level.* Independent writing of CV words using sounds that have been taught. Begin to write short phrases with support. Know that there is a sound/symbol relationship. <u>Writing Genres</u> Christmas cards Letters to Santa Bonfire sounds labels	*Books linked to Read, Write Inc phonics level.* Orally compose a short caption and hold it in memory before attempting to write it (with support). Dictated sentence with sounds that they have been taught. Spell to write VC and CVC words independently using taught set 1 sounds. <u>Writing Genres</u>	*Books linked to Read, Write Inc phonics level.* Write some High Frequency words e.g., the, to, said, go, I, she, he, etc independently. Orally compose a short caption and hold it in memory before attempting to write it (with support). <u>Writing Genres</u> Easter story	*Books linked to Read, Write Inc phonics level.* Read and write simple sentences including words with double consonants (CVCC and CCVC words) Developing the ability to write captions and short sentences independently. Can read writing back to themselves. Make phonetically plausible attempts	*Books linked to Read, Write Inc phonics level.* Write short sentences with words with known letter-sound correspondences. Begin to use a capital letter and full stop. Be aware of different text forms for different purposes Read their own sentences and so can teachers. <u>Writing Genres</u>

		Autumn/winter labelling	Speech bubbles Captions Labels	Write instructions for planting (with support)	when writing more complex unknown words. <u>Writing Genres</u> short captions Lists Map labelling.	Write letter to Y1 teacher Comic strip Speech bubbles <u>ELG Writing</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. <u>ELG Comprehension</u> Be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Be able to anticipate, where appropriate, such as key events in stories. Be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Fine Motor	Use their core muscle strength to achieve a	Use their core muscle strength to achieve a	Use their core muscle strength to achieve a	Use their core muscle strength to achieve a	Use their core muscle strength to achieve a	Use their core muscle strength to achieve a

	good posture when sitting at a table or sitting on the floor. -Draws lines and circles. -Can write some recognisable letters from name. **Provision** Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.	good posture when sitting at a table or sitting on the floor. -Form letters from their name correctly. -Focus on modelling comfortable pencil grip. -Beginning to form other recognisable letters from Set 1 sounds: Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	good posture when sitting at a table or sitting on the floor. -Write from left to right and top to bottom. -Form more recognisable letters. -Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc. -Able to retrace vertical lines, work on improving anticlockwise movements. -When writing words children are learning to control their letter size. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	good posture when sitting at a table or sitting on the floor. -Holds a pencil effectively to form recognisable lowercase Letters. -Focus on a tripod pencil grip, position on paper, writing from left to right when writing. -Focus on anticlockwise movements Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	good posture when sitting at a table or sitting on the floor. -Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. -Can include spaces between words. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	good posture when sitting at a table or sitting on the floor. -Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. -Use finger spaces between their words independently. Develop the foundations of a handwriting style which is fast, accurate and efficient. <u>ELG</u> -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. -Begin to show accuracy and care when drawing
Maths NCETM	Subitising. Counting, ordinality and cardinality, Composition, Moving through Space & Comparison	Counting, ordinality and cardinality Comparison, Composition & Noticing and visualising.	Subitising, Counting, ordinality and cardinality, Composition, Block play, Composition and Comparison	Counting, ordinality and cardinality, Comparison, Shape and Composition	Pattern, Counting, ordinality and cardinality, Subitising Composition and Comparison	Measure, Subitising and review

RE (Natre RE)	Why is the word of God so important to Christians?	Why do Christians perform nativity plays at Christmas? (Why is Christmas special for Christians?)	Being special: Where do we belong?	Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians)	Which places are special and why?	Which stories are special and why?
PSHE (SCARF)	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being my Best	Growing and Changing
PE (Get Set 4 PE)	Dance Fundamental skills	Commando Joe Ball skills	Dance Fundamental skills	Commando Joe Ball skills	Gymnastics Games	Gymnastics Games
Understanding the world Science	Marvellous Me	Seasonal Changes	Living things Space	Mini Beasts Healthy Eating	Growing and Changing	Stage of life
Understanding the world History	**All about me** (Chronological life cycle)	**Celebrations** (Guy Fawkes)	**Transport** (Past and present)		**Discovering the UK** Bolton over time	**Explorers** Christopher Columbus
Understanding the world Geography		**Seasons and Celebrations** How does the weather change throughout the year?		**Things with Wings** How do people move around the world?	**Discovering the UK** What makes different areas of the UK unique?	**Explorers** How are places around the world different to the UK?
Drawing club		Trap Door Not now Bernard Room on the broom The Gingerbread Man	Roadrunner We're going on a bear hunt Where the Wild Things Are 3 Little Pigs	Bagpuss The Tiger Who Came to Tea Lost & Found Jack & the Beanstalk	Bananaman The Giant Jam Sandwich Dear Zoo Little Red Hen	Bat Fink Aliens love Underpants Handas Surprise Goldilocks
Art	Drawing: Marvellous marks		Painting and mixed media: Paint my world		Sculpture and 3D: Creation station	
DT		Structures: Junk modelling		Cooking and nutrition: Soup		Textiles: Bookmarks
Music (Sparkyard)	My Musical Classroom		Musical Patterns and Performing		Sound Stories	

My Happy Mind	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	
Wow moments	-SCARF session -Stay and Play after school family session -Baby visit	-Nativity performance -Christmas Church service -Panto	-Traffic survey -Mobile farm visit	-Caterpillar eggs -Growing seeds -Easter Church service	-Local area walk	-Aqualease / Alfresco learning sessions