

# EYFS Reception Curriculum – Spring Term 2026

Dear Parents/Carers,

As we begin our spring term in reception, we would like to share with you the different aspects of your child's learning.

<p style="text-align: center;"><b>Communication and Language</b></p> <p>We will be:</p> <ul style="list-style-type: none"> <li>• Learning new Tier 2 and Tier 3 vocabulary.</li> <li>• Listening to, talk about and ask questions about stories to build familiarity and understanding.</li> <li>• Retelling a full story (beginning, middle and end).</li> <li>• Asking questions to find out more and to check they understand what has been said to them. "What does that mean?" "Why did they do that?"</li> <li>• Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p>We will be:</p> <ul style="list-style-type: none"> <li>• Able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas.</li> <li>• Playing with other children extending and elaborating play ideas.</li> <li>• Building constructive and respectful relationships.</li> <li>• Making healthy choices about food, drink, activity and tooth brushing.</li> <li>• Talking about right and wrong and the consequences involved.</li> <li>• Happy to have a go at a task and understand that we learn from mistakes.</li> </ul>
<p style="text-align: center;"><b>Physical Development – Move</b></p> <p>We will be:</p> <ul style="list-style-type: none"> <li>• progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Experimenting with different ways of moving and with actions at different levels.</li> <li>• Moving around as different characters or animals to the music.</li> <li>• Increasingly able to use and remember sequences and patterns of movements.</li> <li>• Experiment with different ways of moving a ball with different body parts (co-ordination)</li> <li>• Working with friends in a team.</li> <li>• Forming most letters accurately using correct pencil grip.</li> </ul>	<p style="text-align: center;"><b>Literacy – Write</b></p> <p>We will be:</p> <ul style="list-style-type: none"> <li>• Developing the foundations of a handwriting style.</li> <li>• Forming recognisable letters with some formed correctly.</li> <li>• Identifying and writing medial sounds heard in words.</li> <li>• Writing the sounds in CVC words in the correct order</li> <li>• Writing labels or captions.</li> <li>• Using Read, Write, Inc knowledge to write unfamiliar words.</li> </ul>
<p style="text-align: center;"><b>Expressive Arts and Design Create and Perform</b></p> <p>We will be:</p> <ul style="list-style-type: none"> <li>• Using particular colours to paint pictures – e.g. Green for a tree, brown for certain animals etc.</li> <li>• Joining materials using, tape, glue and split pins with support.</li> <li>• Learning how to mix paints to make certain colours.</li> <li>• Choosing and using different materials for different effects</li> <li>• Using different cut of materials / papers to make a simple image.</li> <li>• Singing and playing an instrument along with a song.</li> <li>• Sharing their ideas and perform their work to others with adult support.</li> </ul>	<p style="text-align: center;"><b>Literacy – Read</b></p> <p>We will be:</p> <ul style="list-style-type: none"> <li>• Talking about a story and are able to identify main characters, settings and main events.</li> <li>• Beginning to use the vocabulary and story language from previous texts.</li> <li>• Reading simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>

## Maths – Count, Shape and Measure

We will be:

- Linking the number symbol (numeral) with its cardinal number value up to 10.
- Exploring odd and even numbers through use of numicon.
- Comparing numbers within 10. Use a number track to support identifying more or fewer.
- Learning the 'one more than/one less than' relationship between consecutive numbers.
- Finding different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon.
- Beginning to spot doubles.
- Understanding composition of 5 and start to recall number bonds to 5.
- Continuing, copying and creating repeating patterns.
- Comparing length, weight and capacity.
- Talking about and exploring 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.

## Understanding of the World – Investigate

We will be:

- Exploring and talking about how they have changed from being a baby.
- Sorting objects/images into old and new and begin to use vocabulary link to history topic.
- Talking about how children and adults are different.
- Talking about some religious stories.
- Identify some of their own feelings in the stories they hear.
- Identify a sacred text e.g. Bible
- Identify and sort different materials to be recycled.
- Recognising and naming parts of a plant.
- Learning how certain plants grow and correctly sequence the growth patterns.
- Noticing and talk about the changes that happen to plants as they grow.
- Exploring how magnets work and use this to sort what is or isn't metal.
- Following a simple map, as a group, to help find objects/features around school and understand what maps can be used for and why we have maps
- Talking about the local environment using geographical vocabulary: village, farm, house, shop, church.

Kind regards,  
Miss Ryan and Miss Wilson