



## Middlefirth Church of England Primary School

### Reception Curriculum 2026/2027



At Middlefirth C of E Primary School, our Reception curriculum is carefully designed to build on the strong foundations laid in Nursery, ensuring all children continue to develop the knowledge, skills and learning behaviours needed to succeed. Rooted in the EYFS Framework, Development Matters, Birth to 5 Matters and the Lancashire Key Learning, our curriculum is thoughtfully sequenced to support clear progression towards the Early Learning Goals and readiness for Year 1.

Learning is built around engaging, purposeful themes that reflect children's interests while introducing new experiences and rich vocabulary. Across all areas, we prioritise communication, independence and resilience, ensuring children are supported to express themselves, solve problems and develop positive relationships. Children learn through meaningful, hands-on experiences, both indoors and outdoors, supported by high-quality adult interactions and a language rich environment. Through a balance of adult-led teaching and well-planned continuous provision, children are given opportunities to explore, practise and apply their learning in different contexts.

Our curriculum is designed to be inclusive and accessible for all children, including those with SEND and disadvantaged backgrounds. High-quality adult interactions, responsive teaching, communication strategies, visual supports, targeted interventions and carefully planned provision ensure that all children are supported to access learning and make progress from their individual starting points. We work closely with families and external agencies where appropriate to ensure every child feels valued, included and able to thrive within our Reception environment.

Our curriculum is carefully sequenced to ensure children build knowledge, skills, vocabulary and learning behaviours over time, developing confidence, resilience and readiness for Year 1. Children move from supported experiences towards greater independence and application of learning. By the end of Reception, children are confident, curious learners who can communicate effectively, work collaboratively and apply their skills across the curriculum, ready to take the next step into Key Stage 1 and to let their light shine.

| Additional learning experiences and topics may be introduced throughout the year. Our planning remains flexible to respond to children's spontaneous interests, ensuring learning is meaningful and tailored to support the development of each individual child |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                    |                                                                                                                                                                                                 |                                                                                                                                                                                                                                     |
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| EYFS<br>Areas of<br>Learning                                                                                                                                                                                                                                     | Autumn 1<br>WE ARE... Special<br>8 weeks                                                                                                                                                                                         | Autumn 2<br>WE ARE...Celebrating<br>7 weeks                                                                                                                                                                                    | Spring 1<br>WE ARE...Explorers<br>6 weeks                                                                                                                                                                                               | Spring 2<br>WE ARE...Storytellers<br>5 weeks                                                                                                                                                                       | Summer 1<br>WE ARE...Nurturing<br>7 weeks                                                                                                                                                       | Summer 2<br>WE ARE...Adventurous<br>6.5 weeks                                                                                                                                                                                       |
| Half<br>term<br>Focus                                                                                                                                                                                                                                            | Focus: settling, belonging,<br>self-identity<br><b>3 Weeks settling in</b>                                                                                                                                                       | Focus: community,<br>celebrations,<br>togetherness                                                                                                                                                                             | Focus: curiosity,<br>investigation, questioning                                                                                                                                                                                         | Focus: imagination,<br>language, creativity                                                                                                                                                                        | Focus: growth, care,<br>responsibility                                                                                                                                                          | Focus: reflection,<br>confidence, transition, the<br>next adventure                                                                                                                                                                 |
| Key learning                                                                                                                                                                                                                                                     | Settling into routines, developing a sense of belonging and self-identity, talking about themselves and families, beginning to follow instructions and routines, exploring the environment safely, building early relationships. | Learning about celebrations, traditions and cultures, developing vocabulary linked to experiences, building friendships, sharing and turn-taking, answering questions about stories, recognising similarities and differences. | Asking questions and investigating the world, exploring materials and how things work, developing curiosity and problem-solving, describing what they notice, beginning to explain ideas, exploring space journeys and seasonal change. | Retelling familiar stories, traditional tales, creating their own narratives, developing spoken sentences, beginning to write simple sentences, using imagination in role play, contributing to group discussions. | Understanding growth, life cycles and caring for living things, developing independence and responsibility, applying learning across areas, building resilience, explaining thinking and ideas. | Exploring new environments and unfamiliar concepts, learning about oceans and marine life, developing confidence and independence, applying knowledge across the curriculum, reflecting on their learning and preparing for Year 1. |



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| WOW Moments & Key Events   | Settling into school and new routines<br>First Forest School sessions<br>"All About Me" activities<br>Meeting Buddies<br>Black History Month<br>Harvest Festival                                                                                                  | World Nursery Rhyme week<br>Bonfire Night learning<br>Diwali celebration<br>Nativity performance<br>Christmas party<br>Chinese New Year                                                                                         | Space/Explorer Day<br>Investigation and experiment week<br>Forest School exploration                                                                                                                                                             | World Book Day / storytelling focus<br>Puppet shows / performances<br>Easter celebrations                                                                                                                                                       | Planting and growing project<br>Caterpillars/butterflies<br>Visits from people who help us                                                                                                                                                      | Under the Sea themed week<br>Water play investigation days<br>School trip (linked to exploration/adventure)<br>Sports Day                                                                                                                               |
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|                            | Communication and language is prioritised across the curriculum through high-quality interactions, enabling children to express their ideas, develop vocabulary and engage in sustained conversations with increasing confidence.                                 |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                         |
| Communication and Language | <b>Listening Attention &amp; Understanding</b><br><br>Children listen to stories, songs and rhymes and begin to understand the importance of listening. They take part in small group interactions and begin to follow simple instructions during daily routines. | <b>Listening Attention &amp; Understanding</b><br><br>Children listen with increasing attention during group times and stories. They begin to respond to what they hear and listen to others during play and shared activities. | <b>Listening Attention &amp; Understanding</b><br><br>Children listen carefully to stories and discussions and respond appropriately. They begin to follow longer instructions and listen to others' ideas during investigations and activities. | <b>Listening Attention &amp; Understanding</b><br><br>Children listen with sustained attention during longer stories and group discussions. They follow instructions involving more than one step and respond with relevant comments and ideas. | <b>Listening Attention &amp; Understanding</b><br><br>Children maintain attention in a range of situations, including group discussions and learning activities. They respond appropriately and begin to ask questions to deepen understanding. | <b>Listening Attention &amp; Understanding</b><br><br>Children listen attentively in all situations, including while engaged in activities. They respond thoughtfully, ask relevant questions and demonstrate a secure understanding of what they hear. |
|                            | <b>Speaking</b><br><br>Children talk about themselves, their families and their experiences. They communicate their needs using simple sentences and take part in back-and-forth interactions with adults.                                                        | <b>Speaking</b><br><br>Children begin to speak in longer sentences, describing their experiences of celebrations and events. They ask simple questions and begin to communicate more confidently with peers.                    | <b>Speaking</b><br><br>Children use longer sentences to explain ideas and experiences. They ask questions and begin to explain their thinking during exploration and investigation.                                                              | <b>Speaking</b><br><br>Children retell stories and experiences using well-formed sentences. They take part in discussions, sharing ideas and beginning to build on the ideas of others.                                                         | <b>Speaking</b><br><br>Children express their ideas clearly and confidently using a growing vocabulary. They take part in sustained conversations and explain their thinking                                                                    | <b>Speaking</b><br><br>Children speak confidently in a range of situations, including group and whole class discussions. They explain ideas, recount experiences and use language effectively in preparation for Year 1.                                |



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| Emotional Literacy-<br>Expanding on Nursery    | Introduce morning check in and routines. Feelsvile introduction.<br>Emotion focus- Happy<br>                                                 | Emotion focus<br>Calm<br>                                                                                                              | Emotion focus<br>Sad<br>                                                                                | Emotion focus<br>Angry<br>                                                                                 | Emotion focus<br>Worry<br>                                               | Emotion focus<br>Pride<br>                                            |
|                                                | Children develop confidence, resilience and positive relationships, learning to manage their emotions, work cooperatively with others and become increasingly independent in their learning.                                  |                                                                                                                                                                                                                         |                                                                                                                                                                                           |                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                                                                          |
| Personal, Social, Emotional Development (PSED) | <b>Self-Regulation</b><br><br>Children begin to talk about their feelings through stories, role play and supported conversations. They learn to follow simple routines and begin to manage their emotions with adult support. | <b>Self-Regulation</b><br><br>Children continue to explore their feelings through discussion and shared experiences. They begin to recognise how others may feel and respond appropriately during play and group times. | <b>Self-Regulation</b><br><br>Children talk more confidently about their feelings and begin to manage small challenges with support. They sustain attention for longer during activities. | <b>Self-Regulation</b><br><br>Children develop greater independence in managing their emotions. They follow routines more consistently and regulate their behaviour during play and learning. | <b>Self-Regulation</b><br><br>Children show resilience and stay engaged in activities for longer. They begin to understand how their actions affect others. | <b>Self-Regulation</b><br><br>Children manage their emotions effectively, follow instructions confidently and reflect on their learning and experiences. |
|                                                | <b>Managing Self</b><br><br>Children settle into Reception routines, learning expectations and beginning to make simple choices. They explore the environment and begin to develop independence.                              | <b>Managing Self</b><br><br>Children follow routines more confidently and begin to take responsibility for their belongings. They begin to try tasks independently.                                                     | <b>Managing Self</b><br><br>Children make independent choices and complete familiar tasks without support. They show confidence in trying new activities.                                 | <b>Managing Self</b><br><br>Children follow routines consistently and take responsibility for resources and their environment. They begin to show pride in their achievements.                | <b>Managing Self</b><br><br>Children work independently for longer periods, making safe and sensible choices and taking responsibility for their learning.  | <b>Managing Self</b><br><br>Children demonstrate confidence, independence and resilience, managing routines and expectations ready for Year 1.           |



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|                                                                                                                                                                                         | <b>Building Relationships</b><br><br>Children build relationships with adults and begin to form friendships with peers. They play alongside others and learn to share space and resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Building Relationships</b><br><br>Children begin to play cooperatively, taking turns and sharing. They develop friendships and begin to resolve simple conflicts with support.                                                                               | <b>Building Relationships</b><br><br>Children play alongside and increasingly with others, developing cooperation and building friendships.                                                                                                   | <b>Building Relationships</b><br><br>Children work collaboratively, sharing ideas and resolving simple disagreements. They join in group activities confidently. | <b>Building Relationships</b><br><br>Children build secure friendships, show empathy and support their peers during activities.         | <b>Building Relationships</b><br><br>Children work and play cooperatively with different peers. They manage conflict more independently and demonstrate secure relationships.   |
| <b>PSHE<br/>SCAR<br/>F Unit</b>                                                                                                                                                         | <b>Me and My Relationships</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Valuing Differences</b>                                                                                                                                                                                                                                      | <b>Keeping Safe</b>                                                                                                                                                                                                                           | <b>Rights and Respect</b>                                                                                                                                        | <b>Being My Best</b>                                                                                                                    | <b>Growing and changing</b>                                                                                                                                                     |
| <b>Children develop strength, coordination and control through a wide range of physical experiences, applying their skills confidently in movement, games and practical activities.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                               |                                                                                                                                                                  |                                                                                                                                         |                                                                                                                                                                                 |
| <b>Physical Development- Gross Motor</b>                                                                                                                                                | Children explore the indoor and outdoor environment, developing confidence in moving safely. They run, climb and balance using a range of equipment and begin to negotiate space with others. Gross motor activities and movements to support children's Fine Motor Skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Children develop coordination through games and movement activities. They use balls and large equipment, practising throwing, kicking and balancing with increasing control. Continue to work on Gross Motor movements to support fine Motor and early writing. | Children explore a wider range of movements including jumping, hopping and balancing. They take part in activities that develop strength and coordination. Continue to work on Gross Motor movements to support fine Motor and early writing. | Children combine movements more fluently through games and dance. They begin to use equipment with greater control and purpose.                                  | Children take part in team games, following simple rules. They develop coordination and control through dance and large-scale movement. | Children confidently apply their movement skills in games and outdoor challenges, demonstrating control, coordination, sportsmanship, resilience and readiness for Key Stage 1. |
| <b>PE Passport Unit</b>                                                                                                                                                                 | EYFS - Fundamental Movement Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | EYFS - FMS - Castles                                                                                                                                                                                                                                            | EYFS - FMS - Space                                                                                                                                                                                                                            | EYFS - FMS - Jack and the Beanstalk                                                                                                                              | EYFS - FMS – Minibeasts                                                                                                                 | EYFS - FMS – Superworm                                                                                                                                                          |
|                                                                                                                                                                                         | Dance - Jungle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Dance- Nativity Practice                                                                                                                                                                                                                                        | Max Whitlock Gymnastics                                                                                                                                                                                                                       | Swimming                                                                                                                                                         | Dance- May Day Practice                                                                                                                 | Athletics- Sports Day Practice                                                                                                                                                  |
| <b>Handwriting</b>                                                                                                                                                                      | At Middlefirth C of E Primary School, handwriting is taught through the Letter-join scheme and is carefully planned to ensure children develop the physical skills needed for successful writing. Throughout Reception, children take part in daily fine motor activities designed to strengthen hand muscles, improve coordination and develop pencil control. These activities are embedded within continuous provision and adult-led learning opportunities. As children become developmentally ready, they participate in daily handwriting sessions where they learn correct letter formation, starting points and pencil grip through a consistent, structured approach. Opportunities to practise handwriting are provided across the curriculum, enabling children to apply their developing skills in meaningful contexts. By the end of Reception, children are developing increasing control, accuracy and confidence in letter formation, providing strong foundations for the Year 1 handwriting curriculum |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                               |                                                                                                                                                                  |                                                                                                                                         |                                                                                                                                                                                 |



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| Physical Development- Fine Motor                                                                                                                                                                                                                                                                                                                                                                                                                            | Children explore mark making, dough, threading and construction, developing hand strength and coordination, including gross motor support.                                                                                                                                                                                                                                 | Children use tools such as scissors, paintbrushes and pencils with increasing control, beginning to form controlled lines and simple pictures.                                                                                                                                                                                                | Children develop pencil control and begin to draw recognisable shapes and letters, using tools with greater accuracy.                                                                                                                                                                                                                    | Children begin to form letters more confidently and use tools purposefully in their play and early writing.                                                                                                                                                                                                                                               | Children write letters, words and captions with increasing control and confidence.                                                                                                                                                                                                                                              | Children use a range of tools confidently and accurately, showing control and precision ready for writing in Year 1.                                                                                                                                                                                                                                                                                                                         |
| <b>Children develop reading and writing skills through a structured and language-rich approach, including systematic phonics teaching, Drawing Club and purposeful opportunities for reading, writing and storytelling across the curriculum. Through carefully sequenced teaching, children progress from oral storytelling and mark making to independently composing and writing simple sentences, preparing them for the Year 1 English curriculum.</b> |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Drawing Club (Literacy)                                                                                                                                                                                                                                                                                                                                                                                                                                     | Children listen to a range of high-quality texts linked to belonging, friendship and emotions. They develop confidence in discussing characters, events and personal experiences, using drawing, role play and storytelling to communicate their ideas. Children orally compose simple sentences and begin to give meaning to their drawings through talk and mark making. | Children engage with stories linked to celebrations, traditions and seasonal events. They retell familiar stories, discuss key events and begin to predict what might happen next. Through Drawing Club, children develop vocabulary, oral storytelling and early writing behaviours by adding labels and meaningful marks to their drawings. | Children explore texts linked to adventure, discovery and space. They discuss characters, settings and events in greater detail and begin to explain their ideas and thinking. Drawing Club promotes oral composition before writing, with children beginning to record words and simple labels using their developing phonic knowledge. | Children retell traditional tales and familiar stories using increasingly precise vocabulary and story language. They orally rehearse sentences before recording them and begin to write simple captions linked to their drawings and ideas. Children make links between reading, storytelling and writing as they create and share their own narratives. | Children engage with texts linked to growth, life cycles and caring for living things. They sequence events, retell stories confidently and apply their phonics knowledge to write words, captions and simple sentences independently. Children begin to write for a range of purposes within play and adult-directed learning. | Children confidently discuss texts using rich vocabulary, justify their ideas and create their own narratives. They independently compose and write simple sentences using phonetically plausible spelling, known tricky words and appropriate sentence structure. Drawing Club provides opportunities to apply reading, writing and storytelling skills independently, preparing children for the demands of the Year 1 English curriculum. |





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Drawing Club will begin after week 2. Daily texts will be explored during settling in time to support C&L & PSED.

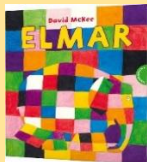
### Week 1: Starting School & Belonging

The Colour Monster Goes to School - Anna Llenas  
Harry and the Dinosaurs Go to School- Ian Whybrow  
Come to School Too, Blue Kangaroo! - Emma Chichester Clark  
Our Class is a Family- Shannon Olsen

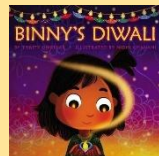
### Week 2: Making Friends & Feeling Safe, feelings

All Are Welcome- Alexandra Penfold  
The Invisible String- Patrice Karst  
The Lion Inside- Rachel Bright  
Be Kind- Pat Zietlow Miller  
Perfectly Norman- Tom Percival

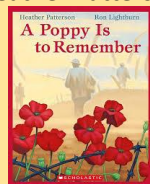
Elmar- David McKee



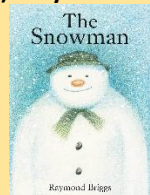
Binny's Diwali- Diwali Link



A Poppy is to Remember- Heather Patterson



The Snowman (video Clip)- Raymond Briggs



Little Robin Red Vest- Jan Fearnley



Jesus' Christmas Party- Nicholas Allan



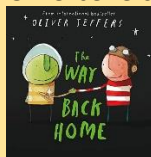
Whatever Next! - Jill Murphy



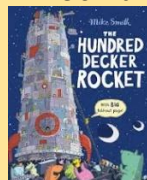
Man on the Moon - Simon Bartram



The Way Back Home - Oliver Jeffers



The 100 Decker Rocket – Mike Smith



Astro Girl - Ken Wilson



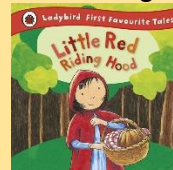
The Three Little Pigs



Goldilocks and the Three Bears



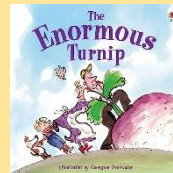
Little Red Riding Hood



The Gingerbread Man



The Enormous Turnip

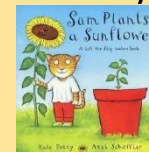


World Book Day focus  
Children will vote for a

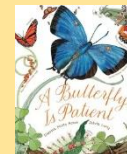
Jack and the Beanstalk



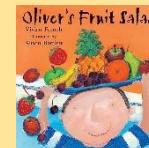
Sam Plants a Sunflower- Kate Petty



A Butterfly is Patient- Dianna Aston



Oliver's Fruit Salad- Vivian French



(Link to healthy eating and growing)

The Curious Garden- Peter Brown



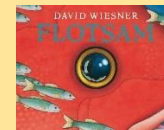
Somebody swallowed Stanley- Sarah Roberts



Grandads Island- Benji Davies



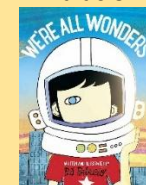
Flotsam- David Wiesner



The Secret of Black Rock- Joe Todd Stanton



We're all Wonders- P.J. Palacio

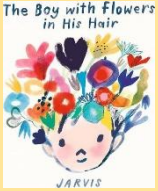
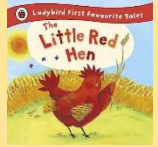
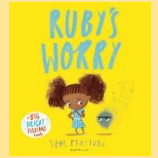
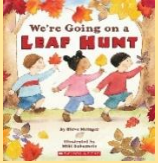
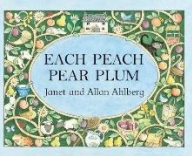
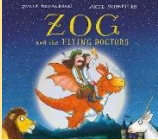




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| <p><b>The Boy with Flowers in his Hair- Jarvis</b></p>  <p><b>The Little Red Hen- Harvest Link</b></p>  <p><b>Ruby's Worry- Tom Percival</b></p>  <p><b>We're going on a leaf hunt- Steve Metzgar</b></p>  | <p><b>World Nursery Rhyme Week</b></p> <p><b>Monday:</b> Humpty Dumpty<br/> <b>Tuesday:</b> Hickory Dickory Dock<br/> <b>Wednesday:</b> Incy Wincy Spider<br/> <b>Thursday:</b> Five Little Ducks<br/> <b>Friday:</b> Twinkle Twinkle Little Star</p> <p>Story book- <b>Each Peach Pear Plum</b></p>  <p><b>Non- fiction additions</b><br/> Let's Celebrate Diwali- Ajanta Chakraborty<br/> Let's Celebrate Christmas- Macmillan Children's Books<br/> Why Do We Remember? (Remembrance Day)<br/> Celebrations Around the World-Katy Halford<br/> My First Book of Festivals</p> | <p><b>The Magic Paint Brush- Julia Donaldson</b></p>  <p><b>Chinese New Year Link</b></p> <p><b>Non-fiction additions</b><br/> Usborne First Space Book<br/> Space photographs and NASA clips. Space books in areas of provision.</p> | <p>favourite traditional tale and compare versions.</p> | <p><b>Zog and the Flying Doctors- Julia Donaldson</b></p>  <p>(Link to people who help us)</p> <p><b>Non-fiction additions</b><br/> From Seed to Sunflower- Gerald Legg<br/> A Seed Grows -Antoinette Portis<br/> National Geographic Little Kids First Big Book of Bugs<br/> Caterpillar to Butterfly- Laura Marsh<br/> Healthy Eating-Liz Gogerly</p> | <p><b>End-of-year transition books</b><br/> The Colour Monster Goes to School<br/> Starting Year One<br/> Lucy and Tom at School</p> <p><b>Non-Fiction Additions</b><br/> Ocean: A Children's Encyclopaedia<br/> First Book of the Sea- Usborne<br/> National Geographic Little Kids First Big Book of the Ocean<br/> See Inside Oceans and Seas- Katie Daynes</p> |
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# Middlefirth Church of England Primary School

## Reception Curriculum 2026/2027



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| Phonics | <p><b>3 weeks settling in, Baseline, Phase 1 listening skills focus</b></p> <p><u>Week 3</u><br/>Phoneme /s/ written as 's'<br/>Phoneme /a/ written as 'a'<br/>Phoneme /t/ written as 't'<br/>Phoneme /p/ written as 'p'<br/>Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p'</p> <p><u>Week 4</u><br/>Phoneme /i/ written as 'i'<br/>Phoneme /n/ written as 'n'<br/>Phoneme /m/ written as 'm'<br/>Phoneme /d/ written as 'd'<br/>Language Session</p> <p><u>Week 5</u><br/>Phoneme /g/ written as 'g'<br/>Phoneme /o/ written as 'o'<br/>Phoneme /c/ written as 'c'<br/>Phoneme /c/ written as 'k'<br/>Language Session</p> <p><u>Week 6</u><br/>Phoneme /c/ written as 'ck'<br/>Phoneme /e/ written as 'e'<br/>Phoneme /u/ written as 'u'<br/>Phoneme /r/ written as 'r'<br/>Language Session</p> <p><u>Week 7</u><br/>Review GPCs from units 1-4 (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r)</p> | <p><u>Week 1</u><br/>Phoneme /h/ written as 'h'<br/>Phoneme /b/ written as 'b'<br/>Phoneme /f/ written as 'f' and 'ff'<br/>Phoneme /l/ written as 'l' and 'll'<br/>Phoneme /s/ written as 'ss'</p> <p><b>Tricky Words</b><br/><i>l, into, her</i></p> <p><u>Week 2</u><br/>Review and consolidate all GPCs from Phase 2 (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss)</p> <p>Interventions<br/><b>Review: to, the, no, go, l, into, her</b></p> <p><u>Week 3</u><br/><b>Phase 2 Assessment</b><br/>Phase 2 Reading: Real words<br/>Phase 2 Reading: Pseudo-words<br/>Phase 2 Irregular words</p> <p><u>Week 4</u><br/>Phoneme /j/ written as 'j'<br/>Phoneme /v/ written as 'v'<br/>Phoneme /w/ written as 'w'<br/>Phoneme /x/ written as 'x'<br/>Language Session</p> | <p><u>Week 1</u><br/>Phoneme /ch/ written as 'ch'<br/>Phoneme /sh/ written as 'sh'<br/>Phoneme /th/ written as 'th'<br/>Language Session</p> <p><b>Tricky Word</b><br/><i>They</i></p> <p><u>Week 2</u><br/>Phoneme /ng/ written as 'ng'<br/>Phoneme /ai/ written as 'ai'<br/>Phoneme /ee/ written as 'ee'<br/>Phoneme /igh/ written as 'igh'</p> <p><u>Week 3</u><br/>Phoneme /oa/ written as 'oa'<br/>Phoneme /oo/ (long) written as 'oo'<br/>Phoneme /oo/ (short) written as 'oo'</p> <p><b>Tricky Words</b><br/><i>We, are</i></p> <p><u>Week 4</u><br/>Consolidate GPCs from units 8 &amp; 9 (ch, sh, th, ng, ai, ee, igh, oa, oo)</p> | <p><u>Week 1</u><br/>Phoneme /ar/ written as 'ar'<br/>Phoneme /or/ written as 'or'<br/>Phoneme /ur/ written as 'ur'<br/>Phoneme /ow/ written as 'ow'<br/>Language Session</p> <p><b>Tricky Word</b><br/><i>You</i></p> <p><u>Week 2</u><br/>Phoneme /oi/ written as 'oi'<br/>Phoneme /ear/ written as 'ear'<br/>Phoneme /air/ written as 'air'<br/>Phoneme /ure/ written as 'ure'<br/>Language Session</p> <p><b>Tricky Words- all, was, give</b></p> <p><u>Week 3</u><br/>Phoneme /ur/ written as 'er'<br/><br/>Begin Phase 3 Assessment<br/>Phase 3 Reading: Real words<br/>Phase 3 Reading: Pseudo words<br/>Phase 3: Irregular/Tricky Words</p> | <p>During this half term (after Phase 4 has been taught) the children will be split into phonics groups depending on their ability. Daily interventions will take place and will be planned accordingly to suit the childrens ability in smaller groups.</p> <p><u>Week 1</u><br/>Phase 4<br/>Adjacent consonants (cvcc)<br/>Adjacent consonants (ccvc)</p> <p><u>Week 2</u><br/>Adjacent consonants (ccvcc/ccvc/ccvcc)<br/>Language Session</p> <p><b>Tricky Words</b><br/>said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p><u>Week 3</u><br/><b>Assessments only with those ready and secure with phase 2/3.</b><br/>Practice<br/>Phase 4: Digital Practice<br/>Assessment Games (Real Words)</p> | <p>For the remainder of the term children will continue in their Phonics groups. Children will be frequently assessed to identify gaps and for further intervention to take place.</p> |
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|  | <p>Term 1A Assessment Sheets- Names and sounds of letters Writing letters</p> <p><u>Tricky Words</u><br/><i>the, no, go</i></p> <p><u>Week 8</u><br/>Consolidation and interventions</p> | <p><u>Week 4</u><br/>Phoneme /y/ written as 'y'<br/>Phoneme /z/ written as 'z' and 'zz'<br/>Phoneme /qu/ written as 'qu'<br/>Language Session</p> <p><u>Tricky Words</u><br/><i>he, my, by, she</i></p> <p><u>Week 5</u><br/>Consolidate GPCs from units 6 &amp; 7 (j, v, w, x, y, z, zz, qu)</p> <p>Term 2A Assessment Sheets<br/>•Names and sounds of letters<br/>•Writing letters</p> <p><i>Review: me, be, he, my, by, she</i></p> <p><u>Week 6&amp;7</u><br/>Interventions for the remaining weeks of Autumn Term.</p> | <p><u>Review tricky words- they, we, are</u></p> <p>Term 2B Assessment Sheets<br/>Sounds of digraphs and trigraphs<br/>Spelling of digraphs and trigraphs</p> <p><u>Week 5&amp;6</u><br/>Interventions for the remaining weeks of half term</p> | <p><u>Week 4</u><br/>Review GPCs from units 10 &amp; 11 (ar, or, ur, ow, oi, ear, air, ure, er)</p> <p>Term 3A Assessment Sheets<br/>Sounds and of digraphs and trigraphs<br/>Spelling of digraphs/trigraphs</p> <p><u>Week 5</u><br/>Term 3A Assessment Sheet<br/>Blending and segmenting (pseudo-words)</p> <p>Consolidate Phase 3</p> | <p>Phase 4: Digital Practice Assessment Games (Alien Words)</p> <p>Phase 4 Assessment<br/>Phase 4 Guided blending<br/>Phase 4 Unguided blending<br/>Phase 4 Reading: Real word<br/>Phase 4 Reading: Pseudo words<br/>Phase 4 Irregular/tricky words</p> |  |
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**Children develop a deep understanding of number and patterns through practical experiences, supported by NCETM Mastering Number and White Rose Maths.**

**Please see additional Reception Maths Yearly Overview Document for more information on our Maths coverage.**

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| Maths<br>See Separate Maths Overview for Unit Coverage | Children develop secure number sense by subitising quantities to 5, counting accurately and exploring the composition of numbers within 5. They begin to recognise that numbers can be made up of smaller numbers and use mathematical language to compare amounts. They learn to recognise small quantities without counting, compare groups of objects and develop an understanding that the last number counted tells us how many there are. Children begin to use mathematical language to compare quantities and explore early number patterns. | Children continue to develop counting confidence and deepen their understanding of the composition of numbers within 5. They compare quantities, sort, match and classify objects according to different criteria and begin to explain their mathematical thinking. Through practical experiences, children explore pattern, position, size, mass and capacity, developing mathematical vocabulary and making connections between mathematical concepts | Children deepen their understanding of number by connecting quantities to numerals and exploring the composition of numbers to 8. They investigate equal and unequal groups, explore doubles and begin to identify relationships between numbers. Children count beyond 20 with increasing confidence and use mathematical language to compare, describe and explain what they notice. Through practical exploration, they investigate mass and capacity, using reasoning skills to solve problems and discuss their thinking. | Children continue to develop their understanding of number through comparison, composition and calculation. They identify missing parts within numbers, explore number patterns and develop confidence in explaining mathematical ideas using appropriate vocabulary. Through investigations and practical problem-solving opportunities, children begin to reason mathematically and justify their thinking. | Children develop greater fluency when counting, subitising and comparing numbers. They explore number bonds and the composition of numbers to 10, developing confidence when recalling number facts and applying them in different contexts. Through White Rose Maths, children investigate length, height, time and 2D shape, identifying, describing and comparing shapes and measures within their environment. | Children consolidate and apply their understanding of number to 10, developing automatic recall of key number facts and recognising patterns within the number system. They count beyond 20, investigate numerical relationships and confidently apply mathematical knowledge to solve problems independently. Through shape, space and measure activities, children explore 3D shapes, mapping, position and direction, explaining their reasoning and applying their learning across the curriculum in preparation for Year 1. |
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Children develop a deeper understanding of the world by exploring people, places and the natural environment, making connections and explaining their ideas with increasing confidence.

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| Understanding the World | <b>Past and Present</b><br><br>Children talk about themselves, their families and their own experiences. They share significant events from their lives and begin to use simple language to describe things that happened before and now. They begin to recognise how they have changed since they were babies.             | <b>Past and Present</b><br><br>Children learn about special events and celebrations including Diwali, Remembrance Day and Christmas. They begin to understand that some celebrations have taken place for many years and compare experiences from the past with those of today | <b>Past and Present</b><br><br>Children talk about changes over time, including seasonal change and events that have happened in their own lives. They begin to sequence events and develop awareness that some things change whilst others stay the same.                                                                                                                                                                                                      | <b>Past and Present</b><br><br>Children explore how stories can help us learn about the past. They discuss characters, events and settings and begin to compare aspects of stories with their own experiences                                                                                                   | <b>Past and Present</b><br><br>Children learn about change over time through observing plants, animals and life cycles. They discuss changes that occur as living things grow and develop                                                                                                      | <b>Past and Present</b><br><br>Children reflect on their journey through Reception and discuss how they have changed, grown and learned. They talk about significant experiences, order events and use language related to the past and present with increasing confidence.                                                                |
|                         | <b>People, Culture and Communities</b><br><br>Children explore their new school environment and talk about the people who help them at home and at school. They begin to understand similarities and differences between themselves and others and develop a sense of belonging within their classroom and school community | <b>People, Culture and Communities</b><br><br>Children learn about celebrations, traditions and beliefs from different cultures and communities. They begin to understand that people celebrate in different ways and develop respect for different beliefs and experiences.   | <b>People, Culture and Communities</b><br><br>Children explore their local environment through first-hand experiences, photographs, simple maps and walks around the school grounds. They learn about places that are familiar to them, including their school and local area, and begin to recognise that different places have different features.<br>Children develop an awareness of the people, places and communities that make up the world around them. | <b>People, Culture and Communities</b><br><br>Children explore different people, lifestyles and communities through stories, role play and discussion. They learn about experiences that may be different from their own and develop respect for the similarities and differences that make communities unique. | <b>People, Culture and Communities</b><br><br>Children learn about people who help us and the important roles they play within the local community. Through visits, role play and real-life experiences, children develop understanding of how people contribute to society and support others | <b>People, Culture and Communities</b><br><br>Children explore environments beyond their own experiences, including oceans, seas and coastal habitats. Through stories, non-fiction texts and first-hand experiences, they learn about different places around the world and how people and animals live within a variety of environments. |



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|                                | <b>The Natural World</b><br><br>Children explore the outdoor environment using their senses. They observe seasonal changes in Autumn, talk about what they can see, hear and feel and begin to notice changes in the natural world around them.                                                                                                                                              | <b>The Natural World</b><br><br>Children observe changes as Autumn turns to Winter. They investigate ice, frost and seasonal weather and explore materials by observing changes such as freezing and melting. | <b>The Natural World</b><br><br>Children investigate the natural world through hands-on exploration. They learn about space, materials and how things work, developing curiosity and asking questions. They begin to predict, observe and talk about what they discover through simple investigations. | <b>The Natural World</b><br><br>Children learn about caring for the environment through recycling, litter-picking and sustainable practices. They begin to understand that their actions can have a positive impact on the world around them. | <b>The Natural World</b><br><br>Children explore growth, life cycles and living things through planting, caring for plants and observing caterpillars and butterflies. They begin to explain what living things need to survive and thrive. | <b>The Natural World</b><br><br>Children investigate oceans, marine life and a range of different habitats. They learn about the plants and animals that live within these environments and begin to understand the importance of caring for the natural world and protecting it for future generations. |
| <b>Technology</b>              | Children use a range of technology throughout Reception, including interactive whiteboards, tablets, cameras, audio equipment and programmable toys. Technology is used purposefully to support exploration, creativity, communication and problem-solving across the curriculum. Children learn how technology helps us in everyday life and begin to use technology safely and responsibly |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| <b>RE Unit<br/>Questful RE</b> | <b>EYFS 1 Why are we all different and special?</b><br>Non-religious World Views<br><br><b>EYFS 2 Why do Christians say thank you to God at Harvest time?</b><br>Non-religious World Views                                                                                                                                                                                                   | <b>EYFS 3 How do Christians celebrate Jesus' birthday?</b><br>Non-religious World Views                                                                                                                       | <b>EYFS 7 Who are the special people in our lives?</b><br>Hinduism, Islam, Non-religious World Views<br><br><b>EYFS 5 Why did Jesus tell stories?</b>                                                                                                                                                  | <b>EYFS 6 Why do Christians believe that Easter is all about love?</b><br>Non-religious World Views                                                                                                                                           | <b>EYFS 9 Where do some people go to worship God?</b><br>Hindu Dharma, Islam                                                                                                                                                                | <b>EYFS 11 Why do people of faith have times of special celebration?</b><br>Hindu Dharma, Islam                                                                                                                                                                                                          |



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**Children develop creativity and imagination through art, role play, storytelling and music, expressing their ideas independently and using a range of materials and techniques with increasing purpose.**

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| Expressive Art and Design | <b>Creating with Materials</b><br>Children explore materials freely, creating self-portraits and experimenting with colour, texture and mark making. Self-portraits and creative exploration<br>Gross Motor Art exploration                                                                                                                                                                                                                                                                                                                                                  | <b>Creating with Materials</b><br>Children create decorations and artwork linked to celebrations such as Diwali and Christmas.            | <b>Creating with Materials</b><br>Children use a range of materials to build and create, including junk modelling and construction. They explore textures and colour mixing. | <b>Creating with Materials</b><br>Children explore art and design through creative projects linked to stories, using a range of materials to create their own ideas.                                          | <b>Creating with Materials</b><br>Children create artwork linked to nature, using natural materials and observational drawing.                                                 | <b>Creating with Materials</b><br>Children create under the sea artwork using a range of materials and textures, experimenting with colour, pattern and different techniques. |
|                           | <b>Being Imaginative and Expressive</b><br>Singing songs and learning some familiar songs, Harvest songs. Role-play, home corner. Small world play                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Being Imaginative and Expressive</b><br>Music and movement<br>Nativity performance<br>Role-play, home corner (enhanced with Christmas) | <b>Being Imaginative and Expressive</b><br>Role-play, home corner<br>Small world- space themed enhancements<br>Construction area- rocket creating/role-play                  | <b>Being Imaginative and Expressive</b><br>Role-play- home corner<br>Stage area- performing stories, puppet theatre linking to stories in<br>Drawing Club<br>Explore, learn and sing different nursery rhymes | <b>Being Imaginative and Expressive</b><br>Role-play- home corner- enhanced with baby (caring for a baby)<br>People who help us outfits<br>Small world- Jack and the Beanstalk | <b>Being Imaginative and Expressive</b><br>Role-play- home corner<br>Whole class worship                                                                                      |
| Forest School             | Forest School and outdoor learning form an integral part of the Reception curriculum. Through regular outdoor experiences, children develop resilience, communication and language, physical development, problem-solving skills and a deeper understanding of the natural world. Outdoor learning enhances all areas of the curriculum and provides meaningful opportunities for children to apply their knowledge through exploration and investigation. The children have the opportunity to explore forest school through topics, interventions and timetabled sessions. |                                                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                                               |                                                                                                                                                                                |                                                                                                                                                                               |





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|                                  | Half Termly Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Half Termly Impact                                                                                                                    |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>We are...<br/>SPECIAL</b>     | <p>During this half term, children settle into Reception, building secure relationships with adults and peers and becoming familiar with daily routines and expectations. A strong focus is placed on developing a sense of belonging and helping children feel safe, confident and valued within the classroom environment.</p> <p>Children explore who they are by talking about themselves, their families and their experiences. They begin to develop confidence in communication through conversations, storytelling and play. Story times focus on familiar themes, supporting understanding of characters and events. Opportunities for physical development include exploring indoor and outdoor environments, climbing, balancing and using a range of tools to support fine motor development. Creative learning includes self-portraits, role play and singing familiar songs.</p> | Children feel settled and secure, follow routines independently and communicate their needs confidently through play and interaction. |
| <b>Provision Intent</b>          | Continuous provision is designed to feel calm, familiar and accessible, helping children settle quickly and feel secure. Role play reflects home experiences and children's own lives, while small world and book areas support talk, early storytelling and interaction. Outdoor provision and Forest School allow children to explore their new environment freely, developing confidence, independence and physical control, with adults modelling language and supporting relationships.                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                       |
| <b>We are...<br/>Celebrating</b> | <p>Children develop a deeper understanding of belonging within their class, school and wider community. They explore celebrations and traditions, learning about significant events such as Diwali and Christmas.</p> <p>Language development is supported through storytelling, discussion and learning new vocabulary linked to experiences. Children increasingly engage in conversations, answer questions and share their own ideas and experiences.</p> <p>Through shared play and adult support, children develop friendships, learn to take turns and begin to work collaboratively. Creative experiences focus on making decorations, exploring music and preparing for performances.</p>                                                                                                                                                                                             | Children feel part of the class community, build friendships and begin to confidently share their experiences.                        |
| <b>Provision Intent</b>          | Provision is enhanced with materials linked to celebrations, traditions and children's own experiences, encouraging children to explore and recreate events through play. Role play, music and creative areas provide opportunities for collaboration and shared experiences, while adult interactions support the development of language, friendships and a growing sense of belonging within the class and wider community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                       |
| <b>We are...<br/>EXPLORERS</b>   | <p>This half term focuses on developing curiosity and encouraging children to explore the world around them. Children investigate materials, weather and their environment through hands-on experiences and simple experiments.</p> <p>They begin to ask questions, describe what they notice and share their thoughts with others. Listening and attention continue to develop, with children engaging in longer stories and discussions.</p> <p>Children use construction, building and exploration to develop problem-solving skills. Physical development is enhanced through active play, including jumping, balancing and exploring movement.</p>                                                                                                                                                                                                                                        | Children are curious learners who ask questions, explore independently and explain their ideas with increasing confidence.            |
| <b>Provision Intent</b>          | Investigation areas are carefully enhanced to encourage curiosity, with resources for exploring materials, building and testing ideas. Outdoor environments and Forest School provide rich opportunities for hands-on exploration and real-life experiences, while adults model questioning, introduce new vocabulary and support children to talk about what they notice and discover.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                       |



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| <b>We are...<br/>STORYTELLERS</b> | <p>Children develop their imagination and communication through storytelling. They explore a wide range of texts and begin to create and share their own stories through talk, drawing and writing.</p> <p>They use longer sentences, engage in conversations and begin building on others' ideas. Reading confidence increases as children access simple books independently. Writing develops into short sentences linked to experiences and stories. Creative experiences include role play, small world storytelling and collaborative projects that encourage expression and imagination.</p>                        | Children are confident storytellers who use language to express ideas, read simple books and write their own sentences.            |
| <b>Provision Intent</b>           | Provision is rich in storytelling opportunities, with role play, small world and creative areas supporting imagination, talk and narrative building. Writing materials are available across the environment, encouraging purposeful mark making and early writing linked to stories and experiences. Adults model vocabulary, sentence structure and storytelling to develop confidence in communication.                                                                                                                                                                                                                 |                                                                                                                                    |
| <b>We are...<br/>NUTURING</b>     | <p>Children explore growth and change, learning about plants, animals and life cycles. They observe changes over time and begin to understand how to care for living things and their environment.</p> <p>They begin retelling stories in sequence and develop their early writing skills, starting to write simple words and sentences. Phonics knowledge continues to grow, supporting reading development.</p> <p>There is a strong focus on developing independence, with children taking responsibility for their learning, resources and classroom routines.</p>                                                    | Children show increased independence, begin applying their learning and develop confidence across reading, writing and maths.      |
| <b>Provision Intent</b>           | Provision includes opportunities for caring for plants and observing growth and change over time. Writing, maths and investigation opportunities are embedded across areas, allowing children to apply their learning independently through play. Calm, well-organised spaces support emotional regulation, while adults encourage independence, responsibility and resilience.                                                                                                                                                                                                                                           |                                                                                                                                    |
| <b>We are...<br/>ADVENTUROUS</b>  | <p>In this final half term, children explore new environments and experiences, developing a sense of adventure and curiosity about the wider world. There is a strong focus on applying knowledge and developing independence, confidence and resilience. Children speak confidently in group situations, retell experiences and use a wider range of vocabulary linked to their learning and new discoveries.</p> <p>Children take part in school trips, sports day, themed learning such as under the sea and transition activities, helping them feel confident, capable and ready for the next stage of learning.</p> | Children finish Reception as confident, independent learners who communicate clearly, apply their skills and are ready for Year 1. |
| <b>Provision Intent</b>           | Provision promotes independence and exploration, with children selecting resources, managing routines and applying their skills across areas of learning. Enhancements such as under the sea themes and real-life exploration opportunities encourage curiosity and imagination. Opportunities for role play, performance and reflection support confidence and communication, while the environment begins to reflect Year 1 expectations in a gradual and supportive way.                                                                                                                                               |                                                                                                                                    |



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## How Our Reception Curriculum Prepares Children for the Year 1 National Curriculum

### Progression Across EYFS at Middlefirth C of E Primary School

At Middlefirth C of E Primary School, our Reception curriculum is carefully designed to build upon the strong foundations established in Nursery and prepare children for a successful transition into Key Stage 1. Rooted in the principles of the Early Years Foundation Stage, learning remains play-based, engaging and developmentally appropriate whilst gradually increasing expectations, independence, subject knowledge and learning stamina.

Through carefully sequenced teaching, meaningful experiences and high-quality interactions, children develop the skills, knowledge and learning behaviours required to access the Year 1 curriculum successfully. Progression is evident across all areas of learning, with children moving from exploration towards application, from supported experiences towards increasing independence and from learning through guided participation to applying knowledge confidently and independently.

Throughout Reception, children are encouraged to become confident communicators, resilient learners, curious thinkers and active participants in their own learning. Communication and language remain at the heart of the curriculum, underpinning success across all areas of learning and enabling children to articulate their thinking, explain their ideas and engage in meaningful discussions. Children develop the mathematical understanding, literacy skills, knowledge of the world and creative thinking required to access a broad and ambitious curriculum in Year 1.

Our Reception curriculum is carefully structured to ensure that learning builds progressively across the year. Children move from learning about themselves and their immediate experiences in the Autumn Term, to exploring and investigating the wider world in the Spring Term, before applying their knowledge, skills and understanding independently in the Summer Term. This progression enables children to develop increasing confidence, resilience and independence whilst securing the foundations needed for future learning.

| <b><u>Communication and Language</u></b>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b><u>National Curriculum Links</u></b>                                                                                                                                                                                                                                                                                    |
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| Communication and Language is at the heart of our Reception curriculum and underpins success across all areas of learning. Through high-quality interactions, storytelling, discussions, role play and vocabulary-rich experiences, children develop the language, confidence and communication skills needed to access the Year 1 curriculum successfully. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                            |
| In Reception, children learn to:                                                                                                                                                                                                                                                                                                                            | This prepares children for Year 1 by enabling them to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"><li>• Listen attentively during carpet sessions.</li><li>• Follow multi-step instructions.</li><li>• Ask and answer questions.</li><li>• Explain their thinking.</li><li>• Use a broad and ambitious vocabulary.</li><li>• Participate in discussions.</li><li>• Retell stories and experiences.</li></ul>                | <ul style="list-style-type: none"><li>• Listen carefully to teaching and follow instructions independently.</li><li>• Participate confidently in class discussions.</li><li>• Explain their ideas, answers and reasoning.</li><li>• Develop subject-specific vocabulary across the curriculum.</li><li>• Ask questions to deepen their understanding.</li><li>• Communicate effectively with adults and peers.</li></ul> <p>Retell, discuss and respond to stories and texts.<br/>Share ideas and learning experiences confidently.<br/>Share ideas confidently across all subjects.</p> | <b>English</b> <ul style="list-style-type: none"><li>• Pupils should develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of texts.</li><li>• Pupils should explain clearly their understanding of what is read to them.</li></ul> <b>Mathematics</b> |



## Middlefirth Church of England Primary School

### Reception Curriculum 2026/2027



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Reason mathematically by following a line of enquiry and developing an argument using mathematical language.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Use observations and ideas to suggest answers to questions.</li> </ul> <p><b>Across the Curriculum</b></p> <ul style="list-style-type: none"> <li>Speaking, listening, discussion and vocabulary development support learning across all National Curriculum subjects.</li> </ul>                     |
| <p><b><u>Personal, Social and Emotional Development</u></b></p> <p>PSED in Reception provides the foundations for both successful learning across the curriculum and future Personal, Social, Health and Economic (PSHE) education. Our progressive emotional literacy curriculum, including daily check-ins, explicit teaching of emotions and opportunities to reflect on feelings and behaviour, ensures children are well prepared for the personal, social and emotional demands of Key Stage 1 and beyond.</p>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                          | <p><b><u>National Curriculum Links</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| In Reception children learn to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | This prepares children for Year 1 by enabling them to:                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Understand how their behaviour affects others.</li> <li>Manage emotions appropriately.</li> <li>Develop resilience when faced with challenges.</li> <li>Recognise and talk about their feelings.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Follow class routines and expectations.</li> <li>Develop independence.</li> <li>Take responsibility for personal belongings.</li> <li>Manage personal hygiene and self-care needs.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Form positive friendships.</li> <li>Work collaboratively.</li> <li>Share and take turns.</li> <li>Show kindness, empathy and respect for others.</li> </ul> | <ul style="list-style-type: none"> <li>Sustain attention during lessons.</li> <li>Persevere with challenge.</li> <li>Work independently.</li> <li>Take responsibility for their learning.</li> <li>Participate positively in classroom routines.</li> <li>Collaborate effectively with peers.</li> </ul> | <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Identify and talk about feelings and emotions.</li> <li>Understand how to keep themselves physically and emotionally healthy.</li> <li>Develop confidence and self-esteem.</li> <li>Recognise safe and unsafe situations.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Build and maintain positive friendships.</li> <li>Understand the importance of kindness and respect.</li> <li>Resolve disagreements appropriately.</li> <li>Recognise that people are different and should be treated fairly.</li> </ul> |



## Middleleforth Church of England Primary School

### Reception Curriculum 2026/2027



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|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Living in the Wider World</b> <ul style="list-style-type: none"><li>• Understand rules and responsibilities.</li><li>• Develop awareness of their role within the school and wider community.</li><li>• Show respect for others' beliefs, cultures and experiences.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><u>Physical Development</u></b> <p>Physical Development in Reception provides the foundations for writing, physical education and the effective use of tools and materials across the Year 1 curriculum. Through outdoor learning, Forest School, fine motor activities and daily opportunities for movement, children develop the strength, coordination and control needed for future learning.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b><u>National Curriculum Links</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| In Reception children learn to:                                                                                                                                                                                                                                                                                                                                                                          | This prepares children for Year 1 by enabling them to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>• Develop gross motor control.</li><li>• Strengthen core muscles.</li><li>• Improve balance and co-ordination.</li><li>• Develop pencil control.</li><li>• Form letters correctly.</li><li>• Use tools safely and effectively</li></ul>                                                                                                                            | <b>English</b> <ul style="list-style-type: none"><li>• Write increasingly fluently.</li><li>• Form letters accurately.</li><li>• Record ideas independently.</li></ul> <b>PE</b> <ul style="list-style-type: none"><li>• Develop agility, balance and co-ordination.</li><li>• Participate successfully in games and physical activities.</li></ul> <b>Art and Design Technology</b> <ul style="list-style-type: none"><li>• Use tools, scissors, paintbrushes and construction materials with control and precision.</li></ul> | <b>English</b> <ul style="list-style-type: none"><li>• Pupils should begin to form lower-case letters in the correct direction, starting and finishing in the right place, and sit letters correctly on the line.</li></ul> <b>PE</b> <ul style="list-style-type: none"><li>• Pupils should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and beginning to apply these in a range of activities.</li></ul> <b>Art and Design Technology</b> <ul style="list-style-type: none"><li>• Pupils should use a range of materials creatively to design and make products and use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li><li>• Pupils should design, make and evaluate products for a purpose and select from and use a range of tools and materials to perform practical tasks.</li></ul> |



# Middlefirth Church of England Primary School

## Reception Curriculum 2026/2027



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| <b><u>Literacy</u></b><br>Literacy learning is carefully sequenced in Reception to ensure children develop the knowledge, skills and rich vocabulary required for the Year 1 English curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b><u>National Curriculum Links</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>In Reception Children learn to:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>This prepares children for Year 1 English by enabling them to</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>• Apply their phonic knowledge to read words and simple sentences.</li><li>• Blend and segment sounds to support reading and writing.</li><li>• Read books that match their phonic knowledge with increasing fluency and confidence.</li><li>• Develop a love of reading through high-quality texts, storytelling and book talk.</li><li>• Retell familiar stories and discuss characters, settings and events.</li><li>• Write recognisable letters and form them correctly.</li><li>• Write words, captions and simple sentences independently.</li><li>• Use their growing knowledge of phonics to support spelling and writing.</li><li>• Express their ideas, experiences and imagination through mark-making and writing</li></ul> | <p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"><li>• Apply phonic knowledge and skills as the route to decoding words.</li><li>• Blend sounds accurately when reading unfamiliar words.</li><li>• Read common exception words.</li><li>• Develop reading fluency, accuracy and confidence.</li></ul> <p><b><u>Reading Comprehension</u></b></p> <ul style="list-style-type: none"><li>• Discuss the meaning of stories and texts.</li><li>• Predict what might happen next.</li><li>• Develop a growing vocabulary through reading.</li><li>• Talk about characters, events and information they have read.</li></ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"><li>• Write sentences independently.</li><li>• Re-read their writing to check it makes sense.</li><li>• Apply phonics knowledge when spelling.</li><li>• Record ideas, experiences and responses across the curriculum.</li><li>• Begin to develop stamina for writing.</li></ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"><li>• Form lower-case letters correctly.</li><li>• Develop increasingly fluent pencil control.</li><li>• Write letters in the correct direction and orientation.</li></ul> | <ul style="list-style-type: none"><li>• Apply phonic knowledge and skills as the route to decode words.</li><li>• Read accurately by blending sounds and reading common exception words.</li><li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction.</li><li>• Check that texts make sense as they read and discuss the significance of the title and events.</li><li>• Write sentences by saying out loud what they are going to write about before composing a sentence orally.</li><li>• Sequence sentences to form short narratives.</li><li>• Spell words containing each of the 40+ phonemes already taught.</li><li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li></ul> |





## Middlefirth Church of England Primary School

### Reception Curriculum 2026/2027



| <b>Mathematics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>National Curriculum Links</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Our Reception Mathematics curriculum is carefully sequenced to develop secure number sense, mathematical reasoning and problem-solving skills, preparing children for the Year 1 Mathematics National Curriculum. Through daily maths teaching, Mastering Number, White Rose Maths and meaningful opportunities to apply mathematical learning through play, children develop confidence and fluency with number                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| In Reception children learn to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | This prepares children for Year 1 by enabling them to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>• Subitise and recognise quantities without counting.</li><li>• Count reliably forwards and backwards.</li><li>• Develop a deep understanding of numbers to 10 and beyond.</li><li>• Understand the composition of numbers and number bonds.</li><li>• Compare quantities and numbers.</li><li>• Explore addition and subtraction through practical experiences.</li><li>• Recognise, describe and create patterns.</li><li>• Explore shape, space and measure through hands-on learning.</li><li>• Explain their mathematical thinking and reasoning.</li></ul> | <ul style="list-style-type: none"><li>• Develop fluency with whole numbers and place value.</li><li>• Count, read and write numbers confidently.</li><li>• Add and subtract accurately using practical and mental methods.</li><li>• Solve mathematical problems and explain their thinking.</li><li>• Recognise and continue number patterns.</li><li>• Compare and order numbers.</li><li>• Identify and describe common shapes.</li><li>• Use mathematical vocabulary accurately.</li><li>• Apply mathematical knowledge across a range of contexts.</li></ul> | <ul style="list-style-type: none"><li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li><li>• Read and write numbers from 1 to 20 in numerals and words.</li><li>• Given a number, identify one more and one less.</li><li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li><li>• Represent and use number bonds and related subtraction facts within 20.</li><li>• Recognise and name common 2-D and 3-D shapes.</li><li>• Describe position, direction and movement.</li><li>• Solve one-step problems involving addition and subtraction using concrete objects and pictorial representations.</li></ul> |



## Middlefirth Church of England Primary School

### Reception Curriculum 2026/2027



| <b><u>Understanding the World</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b><u>National Curriculum Links</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Our Reception Understanding the World curriculum develops children's curiosity, knowledge and understanding of the world around them. Through exploration, investigation, discussion, first-hand experiences and meaningful learning opportunities, children develop the foundations needed to successfully access a range of Year 1 foundation subjects.                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| In Reception children will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | This prepares children for Year 1 by enabling them to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>• Talk about their own experiences and the lives of people around them.</li><li>• Explore similarities and differences between the past and present.</li><li>• Learn about celebrations, traditions and different communities.</li><li>• Observe seasonal changes and the natural world.</li><li>• Investigate plants, animals, materials and life cycles.</li><li>• Ask questions, make observations and discuss findings.</li><li>• Explore places, environments and their local community.</li><li>• Use simple maps, positional language and directional vocabulary.</li><li>• Use technology for a purpose and understand its role in everyday life.</li><li>• Develop respect and understanding for different beliefs, cultures and ways of life.</li></ul> | <p><b>History</b></p> <ul style="list-style-type: none"><li>• Develop an awareness of the past.</li><li>• Recognise changes within living memory.</li><li>• Compare aspects of life in different periods.</li><li>• Begin to use historical vocabulary and ask questions about the past.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>• Describe their local area and wider environments.</li><li>• Identify human and physical geographical features.</li><li>• Use simple maps and geographical vocabulary.</li><li>• Understand similarities and differences between places.</li></ul> <p><b>Science</b></p> <ul style="list-style-type: none"><li>• Observe closely and describe what they notice.</li><li>• Ask questions and investigate the world around them.</li><li>• Identify, group and compare living things, materials and objects.</li><li>• Develop curiosity and scientific enquiry skills.</li></ul> <p><b>Computing</b></p> <ul style="list-style-type: none"><li>• Use technology safely and purposefully.</li><li>• Follow instructions and sequences.</li><li>• Develop logical thinking and problem-solving skills.</li><li>• Understand how technology supports everyday life.</li></ul> <p><b>Religious Education</b></p> <ul style="list-style-type: none"><li>• Talk about beliefs, celebrations and traditions.</li><li>• Explore Christian values and stories.</li><li>• Develop respect for different faiths and cultures.</li><li>• Reflect on their own experiences and those of others.</li></ul> | <p><b>History</b></p> <ul style="list-style-type: none"><li>• Changes within living memory.</li><li>• Events beyond living memory that are significant nationally or globally.</li><li>• The lives of significant individuals in the past.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>• Use basic geographical vocabulary to refer to key physical and human features.</li><li>• Use simple fieldwork and observational skills.</li><li>• Name and locate places and environments.</li></ul> <p><b>Science</b></p> <ul style="list-style-type: none"><li>• Observe changes across the four seasons.</li><li>• Identify and name common plants and animals.</li><li>• Perform simple tests and investigations.</li><li>• Use observations and ideas to answer questions.</li></ul> <p><b>Computing</b></p> <ul style="list-style-type: none"><li>• Understand what algorithms are and how they are implemented.</li><li>• Create and debug simple programs.</li><li>• Use technology purposefully and safely.</li></ul> <p><b>Religious Education</b></p> |



## Middleforth Church of England Primary School

### Reception Curriculum 2026/2027



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>Explore beliefs, stories, celebrations and places that are important to different faiths and communities.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b><u>Expressive Arts and Design</u></b><br>Our Reception Expressive Arts and Design curriculum nurtures creativity, imagination and self-expression, providing the foundations for future learning in Art, Design Technology and Music. Through exploration, investigation, role play, performance and creating with a range of materials, children develop the confidence and skills needed to access the Year 1 curriculum.                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b><u>National Curriculum Link</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>In Nursery children will:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>This prepares children for Year 1 by enabling them to:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>Explore and experiment with a range of materials, tools and techniques.</li><li>Draw, paint, build and create for a purpose.</li><li>Develop imaginative play and storytelling through role play.</li><li>Design and make models using a variety of resources.</li><li>Sing songs, perform rhymes and explore rhythm and movement.</li><li>Share ideas and talk about their creations.</li><li>Express themselves creatively through music, art, dance and imaginative play.</li></ul> | <b>Art and Design</b> <ul style="list-style-type: none"><li>Develop confidence when drawing, painting and creating.</li><li>Explore colour, texture, shape and form.</li><li>Use a range of materials creatively to express ideas.</li><li>Talk about their own artwork and creative choices.</li></ul> <b>Design Technology</b> <ul style="list-style-type: none"><li>Design, make and adapt models and structures.</li><li>Select appropriate materials and tools.</li><li>Develop problem-solving skills through construction and making.</li><li>Evaluate and improve their creations.</li></ul> <b>Music</b> <ul style="list-style-type: none"><li>Sing confidently as part of a group.</li><li>Keep a simple beat and recognise rhythm.</li><li>Listen and respond to different types of music.</li><li>Perform songs and rhymes with increasing confidence.</li></ul> | <b>Art and Design</b> <ul style="list-style-type: none"><li>Use a range of materials creatively to design and make products.</li><li>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</li><li>Develop a wide range of art and design techniques.</li></ul> <b>Design Technology</b> <ul style="list-style-type: none"><li>Design purposeful, functional and appealing products.</li><li>Select from and use a range of tools and materials to perform practical tasks.</li><li>Build structures and explore how they can be made stronger, stiffer and more stable.</li></ul> <b>Music</b> <ul style="list-style-type: none"><li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li><li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li></ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> |



## **Middlefirth Church of England Primary School**

### **Reception Curriculum 2026/2027**



### **Middlefirth Readiness**

### **By the End of Reception, We Aim for Our Children to Be...**

At Middlefirth C of E Primary School, our Reception curriculum is designed to build upon the strong foundations established in Nursery and prepare children successfully for the challenges and opportunities of Key Stage 1. Through a carefully sequenced curriculum, rich learning experiences and high-quality interactions, children develop the knowledge, skills and learning behaviours needed to thrive as independent learners.

By the end of Reception, children have developed confidence, curiosity, resilience and a love of learning. They leave the Early Years Foundation Stage as capable learners who are well prepared academically, socially and emotionally for the Year 1 curriculum and beyond.

#### **Children will:**

- communicate their ideas, thoughts and feelings clearly using a wide and increasingly ambitious vocabulary
- listen attentively, follow instructions and engage confidently in discussions and conversations
- build positive relationships with adults and peers, showing kindness, empathy and respect
- manage their emotions appropriately and demonstrate resilience when faced with challenge
- show independence in routines, organisation and their approach to learning
- take responsibility for their belongings, resources and learning environment
- enjoy reading, talk enthusiastically about books and apply their phonic knowledge with confidence
- write words, captions and simple sentences independently using their developing phonics knowledge
- demonstrate secure number sense, applying mathematical knowledge to solve problems and explain their thinking
- ask questions, investigate, explore and make connections in their learning
- show curiosity about the world around them and understand how people, places and environments are connected
- use creativity, imagination and problem-solving skills across different areas of learning
- work collaboratively with others, sharing ideas and contributing positively to group activities
- apply previously taught knowledge and skills independently through play, exploration and adult-led learning
- demonstrate the confidence, independence, resilience and learning behaviours needed to successfully access the Year 1 National Curriculum
- 

**As a result of our nurturing environment, ambitious curriculum and carefully planned progression from Nursery to Reception, children leave the Early Years Foundation Stage as confident communicators, enthusiastic readers, capable mathematicians, curious explorers and resilient learners who are ready to let their light shine as they move into Year 1.**