Reception Curriculum Overview A 2026-2027

	Autumn 1 Marvellous Me	Autumn 2 Let's Celebrate	Spring 1 Around the world	Spring 2 Once upon a time	Summer 1 Growth - Plants and animals	Summer 2 Underwater worlds
						
Enhancements & enrichment *Possible celebrations and enrichment opportunities are selected to support children's learning and interests.* *EYFS: all 7 areas are interconnected and taught through purposeful play, adult interaction and rich experiences.* *Curriculum intent: ambitious for all children. Starting points and ongoing assessment inform teaching, support and challenge, including for children with SEND, EAL and those who may face barriers to learning.* *Characteristics: opportunities to Play & Explore, show Active Learning and Create & Think Critically.*	Starting School My New Class New Beginnings What am I good at? My Family Being Kind Black History Month (Oct) Harvest (04.10) World Space Week (04.10) Halloween Stay and Play ***Characteristics: opportunities to Play & Explore, show Active Learning and Create & Think Critically.***	Bonfire Night (05.11) Diwali (08.11) World Science Day (10.11) World Nursery Rhyme Week (10.11) Remembrance Day (11.11) Children in Need (13.11) Anti-Bullying Week (16.11) Road Safety Week (16.11) Odd Socks Day (16.11) St Andrews Day (30.11) Advent (01.12) Hannukah (04.12) ***Characteristics: opportunities to Play & Explore, show Active Learning and Create & Think Critically.***	Winter Walk Food tasting – different cultures Big School Birdwatch (05.01) Penguin Awareness Day (20.01) Children's Mental Health Week (01.02) Storytelling Week (01.02) Children's Mental Health Week (01.02) NSPCC Number Day (05.02) Chinese New Year (6.02) Ramadan (07.02) Safer Internet Day (09.02) Pancake Day(09.02) Valentines Day (14.02) ***Characteristics: opportunities to Play & Explore, show Active Learning and Create & Think Critically.***	International Polar Bear Day (27.02) St Davids Day (01.03) World Wildlife Day (03.03) World Book Day (04.03) Mother's Day (07.03) International Women's Day (08.03) Eid (09.03) St Patricks Day (17.03) Red Nose Day (19.03) Holi (22.03) ***Characteristics: opportunities to Play & Explore, show Active Learning and Create & Think Critically.***	Farm visit into school Caterpillar transformation National Pet Day (11.04) World Art Day (15.04) Passover (21.04) Earth Day (22.04) St George's Day (23.04) Space Day (07.05) World Bee Day (20.05) ***Characteristics: opportunities to Play & Explore, show Active Learning and Create & Think Critically.***	Pirate Fun Day Aquarium visit Transition World Environment Day Sports Day World Environment Day (05.06) Butterfly Awareness Day (06.06) World Ocean Day (08.06) Healthy Eating Week (08.06) International Picnic Day (11.06) King's Birthday (19.06) Father's Day (20.06) World Music Day (21.06) International Yoga Day (21.06) ***Characteristics: opportunities to Play & Explore, show Active Learning and Create & Think Critically.***
Core Texts	Colour Monster Harry and dinosaurs start school Ruby's worries Rainbow fish Happy birthday Maisie	Room on the Broom Aliens Love Underpants Nativity Story	Owl babies Martha maps it out What a wonderful world	Goldilocks 3 little pigs Little Red Riding Hood Billy goats gruff Ginger bread man	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Farmer Duck Diary of a Wombat Leopards Drum How to find a fruit bat	The Snail and the Whale The Naughty Bus Billy's Bucket Tiddler How to be a Viking Hugless Douglas
Communication and Language **PRIME AREA** Developed through high-quality interactions, **Elklan strategies**, WellComm assessments, daily discussions, circle times, stories, singing, interventions, homework and *Show and Tell*. Adults use Elklan approaches to model and extend language, introduce new vocabulary and support children's listening, understanding, communication and confidence throughout the provision.	Sharing favourite stories Circle time Asking and answering questions Use a wider range of vocabulary Understand what a question is Talk about familiar books Use talk to organise themselves and their play ***EYFS focus: attentive listening, back-and-forth conversation, vocabulary, stories, questioning and confident speaking.***	Repeated refrain stories Exploring story characters Why questions Describing events and experiences ***EYFS focus: understanding and using new vocabulary; joining conversations; responding to stories, rhymes and questions.***	Describing key events How questions Identifying rhyming words ***EYFS focus: retelling, sequencing and explaining; developing vocabulary through books, discussion and purposeful talk.***	Exploring problems in stories Suggesting rhyming words Using connectives in speech Retelling poems ***EYFS focus: using language to solve problems, explain ideas and talk about past, present and future experiences.***	Linking stories to own experiences Whole class show and tell Using talk to work out problems ***EYFS focus: expressing ideas clearly, using increasingly precise vocabulary and sustained back-and-forth conversations.***	Hot seating characters Using past and present tense Explaining how things work ***EYFS focus: confident speaking, listening and responding; using vocabulary from stories, non-fiction, rhymes and real experiences.***
	Listening, Attention and Understanding ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, Social and Emotional Development **PRIME AREA** **Jigsaw**	**Being me in my world** • Follow class routines and understand simple reasons for rules. • Develop independence with self-care and begin to identify strategies for managing feelings. • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings	**Celebrating Differences** • Build positive friendships through sharing, turn-taking and cooperative play. • Recognise similarities and differences and show sensitivity to the needs of others. •I can identify something I am good at and understand everyone is good at different things	**Dreams and Goals** • Develop focused attention and confidence when trying new activities. • I understand that if I persevere I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people	**Healthy Me** • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me	**Relationships** • Resolve small conflicts with support, negotiate in play and work cooperatively with others. • Show empathy, responsibility and care within the class community. • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely	**Changing Me** • Talk about worries, manage change and show increasing independence and resilience. • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults

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	• I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means ***EYFS focus: secure relationships, belonging, self-regulation, confidence and learning classroom routines.***	•I understand that being different makes us all special •I know we are all different but the same in some ways •I can tell you why I think my home is special to me •I can tell you how to be a kind friend •I know which words to use to stand up for myself when someone says or does something unkind ***EYFS focus: recognising similarities and differences, developing friendships, kindness, respect and a positive sense of self.***	• I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud ***EYFS focus: perseverance, resilience, independence, goal-setting and positive attitudes towards challenge.***	• I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know who my safe adults are and how to stay safe if they are not close by me ***EYFS focus: healthy choices, physical wellbeing, emotional regulation, hygiene and understanding safe routines.***	• I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I know how to be a good friend ***EYFS focus: relationships, cooperation, resolving conflicts, understanding feelings and building a sense of responsibility.***	• I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception ***EYFS focus: managing change, growing independence, staying safe, naming feelings and preparing positively for Year 1.***
Physical Development (Gets set 4 education) **PRIME AREA**	**Introduction to PE- Unit 2** **Moving safely, spatial awareness, stopping/starting, balancing, changing direction** **Gross Motor Skills** • Move safely in different ways around a space. • Develop awareness of self, others and personal space. • Practise walking, running, crawling and marching. • Start and stop on instruction. • Change direction and move around obstacles. • Develop basic balance and confidence using large equipment. **Fine Motor Skills** • Develop hand and finger strength through dough, malleable materials and finger exercises. • Develop pincer grip through threading, pegs, tweezers and small objects. • Explore mark-making using a range of tools. • Begin to use scissors safely. • Develop hand–eye coordination and two-handed control. • Develop independence with everyday tasks such as opening containers and dressing. ***EYFS focus: spatial awareness, safe movement, balance, coordination, core strength and developing hand/finger strength.***	**Fundamentals -Unit 2** **Running, jumping, hopping, balancing, travelling in different ways Running, jumping, hopping, balancing, travelling in different ways** **Gross Motor Skills** • Develop running, jumping, hopping and balancing. • Run with increasing control and change speed. • Jump and land safely. • Explore hopping on one foot. • Move around obstacles with increasing control. • Combine movements and stop safely. **Fine Motor** • Develop pencil and crayon control. • Practise lines, circles, patterns and shapes. • Develop scissor skills, cutting along lines and simple curves. • Use tweezers, tongs, pegs and construction materials with increasing control. • Develop threading and manipulation skills. • Begin to form recognisable letters, particularly those in their name. • Develop independence with fastenings. ***EYFS focus: increasing control in running, jumping and travelling; refining pencil, scissor and tool use.***	**Gymnastics – Unit 2** **Balancing, rolling, jumping, travelling, creating sequences** **Gross Motor** • Develop body control through gymnastics movements. • Balance on different body parts. • Explore rolling and changing body position. • Jump and land with increasing accuracy. • Explore different body shapes. • Combine movements into simple sequences. • Move safely on and around apparatus. **Fine Motor** Develop a controlled and comfortable pencil grip. • Strengthen fingers through dough and resistance activities. • Cut around simple shapes and curved lines. • Develop precision using small construction and fine-motor tools. • Copy and create simple patterns. • Develop letter and numeral formation. • Draw pictures with increasing detail. ***EYFS focus: body control, balance, coordination, movement sequences and increasingly controlled fine-motor skills.***	**Dance- Unit 2** **Moving to music, rhythm, coordination, body control, creating movements** **Gross Motor** Move rhythmically in response to music. • Explore changes in speed and tempo. • Copy and remember simple movement patterns. • Move different body parts independently. • Use high, middle and low levels. • Develop spatial awareness when dancing with others. • Join movements together into short sequences. **Fine Motor** • Apply fine-motor skills to writing, drawing and creative activities. • Write own name with increasing independence. • Develop accurate letter and numeral formation. • Cut more complex shapes. • Use glue, pencils, paintbrushes and other tools with increasing control. • Develop detailed construction and modelling skills. • Increase independence with dressing and self-care. ***EYFS focus: rhythm, movement, coordination, body control and increasing independence in writing and self-care.***	**Games- Unit 2** **Throwing, catching, kicking, dodging, spatial awareness, teamwork** **Gross Motor** • Develop movement skills through simple games. • Run and stop with increasing control. • Change direction and find space. • Develop throwing, catching, rolling and kicking. • Aim towards a target. • Take turns and follow simple rules. • Develop confidence in team activities. **Fine Motor** • Refine pencil control and develop writing stamina. • Form familiar letters and numerals with increasing accuracy. • Write name independently. • Cut accurately around pictures and templates. • Develop detailed drawing, colouring and construction. • Use tweezers, threading and other fine-motor tools accurately. • Develop independence with everyday tasks. ***EYFS focus: teamwork, turn-taking, movement skills, ball control, pencil control and growing independence.***	**Ball Skills – Unit 2** **Rolling, throwing, catching, kicking, striking, aiming and controlling a ball** **Gross Motor** • Roll, throw and catch with increasing accuracy. • Develop kicking and stopping a ball. • Move while carrying or controlling a ball. • Begin to strike a ball using appropriate equipment. • Aim at different-sized targets. • Combine movement with ball skills. • Apply skills in simple games with increasing confidence. **Fine Motor** • Consolidate pencil grip, control and handwriting skills. • Write name and simple words independently. • Develop accurate letter and numeral formation. • Use scissors and other tools safely and confidently. • Complete detailed drawing, construction and fine-motor tasks. • Demonstrate good hand–eye coordination and finger dexterity. • Be increasingly independent with dressing, fastenings and self-care. ***EYFS focus: applying movement and ball skills with increasing control, accuracy, coordination and confidence.***
Mathematics **SPECIFIC AREA** (White Rose)	Match, Sort and Compare Measure and Patterns It's me 1, 2, 3 *EYFS focus: match, sort and compare; notice pattern; develop counting principles, subitising and mathematical language through practical experiences.*	Measure and Patterns Circles and Triangles Shapes with 4 Sides 1, 2, 3, 4, 5 *EYFS focus: secure numbers 1-5 through subitising, numeral-quantity links and composition; explore pattern, measure and 2D shape.*	Alive in 5 Mass and Capacity Growing 6, 7, 8 *EYFS focus: deepen understanding of 0-5, one more/one less and composition; build 6, 7 and 8 and compare mass and capacity.*	Length, Height and Time Building 9 and 10 Explore 3D Shapes *EYFS focus: build 9 and 10, explore composition and number relationships, compare length/height/time and investigate 3D shape.*	To 20 and Beyond How Many Now? Sharing and Grouping *EYFS focus: count beyond 10 and notice the pattern of the counting system; explore change in quantity, sharing and grouping through practical problems.*	Manipulate, Compose & Decompose Visualise, Build & Map Make connections *EYFS focus: compose and decompose numbers and shapes, visualise and map, explore spatial relationships and make connections across prior mathematical learning.*

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	The Something **Narrative: losing story • Information: animal information**	Star in the Jar **Narrative: finding story • Information: lost-star poster**	Juniper Jupiter **Narrative: superhero story • Information: sidekick letter**	Little Red **Narrative: traditional tale • Instructions: how to trap an animal**	The Extraordinary Gardener **Narrative: transformational story • Instructions: how to grow a garden**	The Storm Whale **Narrative: friendship story • Poetry: sea-creature poems**
Literacy **SPECIFIC AREA** (Literacy Counts) ***Whole-year literacy approach:*** • Daily Read Write Inc phonics and matched reading run alongside Literacy Counts. • Teaching sequence: immerse → analyse → plan → write → review/edit/share. *RWI progression is responsive to ongoing assessment. Children practise taught grapheme-phoneme correspondences, read decodable books matched to their phonics knowledge and receive prompt additional practice when needed.*	• Enjoy and discuss the story; retell key events using story language and new vocabulary. • Use RWI phonics to read and write names, labels, messages and simple captions. • Say a sentence aloud before writing and begin to reread own writing. ***EYFS focus: Comprehension, word reading and writing; purposeful mark-making and early sentence composition. Enjoyment of books, story language, rhyme, phonological awareness, vocabulary.***	• Sequence and predict the story; develop vocabulary linked to stars, night and space. • Use story maps and oral rehearsal before writing captions and simple sentences. • Apply taught phonics to spell words; write messages, lists, cards and posters for real purposes. • Write cards, invitations and lists for celebrations; use story maps and repeated refrains to support retelling. ***EYFS focus: developing comprehension and early writing behaviours., word reading and writing; increasing independence in sentence construction. Listening to and discussing stories, joining in with rhymes.***	• Retell the problem and resolution and discuss character choices using new vocabulary. • Compose sentences orally, then write captions, questions and simple letters. • Apply phonics independently and begin to use capital letters, spaces and full stops where ready. • Create maps and captions; write simple facts/questions about places and animals; retell a familiar tale. ***EYFS focus: Comprehension, word reading and writing; purposeful writing for an audience. Sequencing stories, predicting, retelling, hearing sounds in words and developing purposeful writing.***	• Compare and retell a familiar tale using repeated refrains and story language. • Create story maps and character descriptions and explore the order/language of instructions. • Write linked captions or simple sentences and reread to check meaning. ***EYFS focus: Comprehension, word reading and writing; story structure, characters,, repeated refrains vocabulary and writing for different purposes, phonological awareness and writing for a range of purposes.***	• Explain change across the story and use rich vocabulary linked to plants and growth. • Record observations through drawings, labels, captions and increasingly independent sentences. • Write simple planting instructions and apply phonics, spacing and known words with less support. ***EYFS focus: developing reading fluency, comprehension, vocabulary and increasingly independent writing. applying literacy in meaningful real-life contexts.***	• Discuss friendship, setting and description; retell and adapt parts of the story. • Write poems, postcards, signs, lists and information linked to the seaside and oceans. • Compose simple phrases/sentences that can be read by others; reread and make a simple improvement. ***EYFS focus: applying phonics, reading and writing skills confidently across play, stories and meaningful real-life contexts.*** .
Understanding of the World **SPECIFIC AREA**	Ourselves, My body, Our senses, How I've changed, •The Christian Church. • People and communities: talk about family traditions and celebrations; compare homes, clothing and foods. • Nature detectives: observe autumn/winter changes, birds and local wildlife; use simple maps and photographs. • Talk about the lives and roles of people in their family, school and local community. **Characteristics: Playing & Exploring – investigate; Active Learning – sustain interest; Creating & Thinking Critically – ask questions and make links.** ***EYFS focus: talking about self, family, senses, seasonal change, faith and the world around us through first-hand experiences.***	• Celebrations around the world: Diwali, Hanukkah, Christmas and other traditions; compare how people celebrate. • Compare celebrations and traditions, noticing similarities and differences between communities. • Explore light and dark, shadows and simple materials; use books, photographs and digital technology to find out more. **Characteristics: explore different possibilities, talk about what was noticed and explain similarities/differences.** ***EYFS focus: noticing similarities and differences, celebrations, communities, cultures, technology and significant events.***	• Talk about features of their own environment and how environments might vary from one another • Maps and journeys: Use maps, globes and positional language to describe the immediate environment and contrasting places. • Compare climates, habitats and ways of life, using stories and non-fiction to extend vocabulary. investigate penguins and polar regions **Characteristics: Playing & Exploring – investigate places; Active Learning – revisit ideas; Creating & Thinking Critically – compare and explain.** ***EYFS focus: comparing places and environments, asking questions, noticing patterns and developing respect for living things.***	• Fairy-tale worlds: explore castles, homes and communities; compare past and present settings. • Investigate materials and changes, predict what might happened and explain observations through building bridges/houses; observe local spring changes and living things. •Children learn about different roles in families, work and society and explore relationships, friendships and cultural diversity **Characteristics: plan and test ideas, adapt constructions and explain what happened.** ***EYFS focus: exploring stories, animals, habitats, communities and change through observation, visits and practical experiences.***	• Life cycles: Observe plants, seeds, animals observe growth and record changes; investigate caterpillars, butterflies and other minibeasts describe life cycles and understand what living things need to grow. • Farm and animal experiences: compare habitats, needs and how people care for animals; notice seasonal change. **Characteristics: Playing & Exploring – observe closely; Active Learning – care for living things; Creating & Thinking Critically – predict, test and record.** ***EYFS focus: growth, plants, animals, life cycles, the natural world and caring for our environment.***	• Ocean exploration: Compare ocean habitats and explain how animals are suited to where they live; sort animals by features and discuss how they move and survive. Compare ocean habitats and explain how animals are suited to where they live. • Environmental awareness: • Develop environmental responsibility through recycling, caring for oceans and making connections between people and place. investigate litter, recycling and caring for oceans; explore maps and local/global places. **Characteristics: ask questions, research through books/technology, solve problems and suggest ways to protect the environment.** ***EYFS focus: oceans, habitats, environmental responsibility, technology, communities and making connections between people and place.***
Expressive Arts and Design **SPECIFIC AREA** **Charanga Music**	• Celebration music and movement: sing seasonal songs and explore instruments, rhythm and dynamics. • Creative self-portraits and family pictures; use colour, line, shape and collage to represent people and experiences. • Explore a wide range of materials and tools safely, experimenting with colour, texture and joining. • Use songs, rhymes, props and role-play to invent and recount simple narratives. • **Characteristics: Playing & Exploring – experiment with media; Active Learning – practise and refine; Creating & Thinking Critically – choose materials for a purpose.** ***EYFS focus: singing, music, colour, drawing, joining materials and developing ideas through imaginative play.*** **Charanga Music – Me!** • Listen and respond to music; move in time and find a steady pulse. • Copy-clap name rhythms and explore high/low sounds using voices and instruments. • Sing nursery rhymes and simple songs from memory, adding actions and movement.	• Create celebration decorations using collage, printing, colour mixing and repeated patterns. • Music from different celebrations: listen, move, sing and play instruments; create simple sound patterns. • Develop role-play areas linked to celebrations and family traditions; retell familiar stories through small-world play. • Create for a purpose and explain choices about colour, materials and techniques. • Listen to and perform celebration music, exploring rhythm, dynamics and movement. – Nativity ***EYFS focus: exploring materials, sounds, movement, role play and cultural celebrations through creative experiences.*** **Charanga Music – My Stories** • Find the pulse through song/story characters and copy-clap short phrases. • Explore high and low pitch and begin to invent a simple one-note pattern. • Sing, play and perform familiar songs using actions and simple instruments.	• Create world-inspired patterns, paintings and collage using photographs/books as starting points without copying. • Make simple maps, flags and models of places; explore texture and shape with loose parts • Constructs with a purpose in mind and selects tools and techniques needed to shape, assemble and join materials • Respond to art, music and patterns from different places and cultures and develop own ideas. • **Characteristics: generate ideas, select resources independently, revisit creations and talk about changes made.** ***EYFS focus: developing imagination, storylines, music, art and design through collaborative and independent creation.*** **Charanga Music – Everyone!** • Invent different ways to show the pulse and copy rhythms from familiar songs. • Explore pitch and create simple one- or two-note patterns. • Listen and respond to varied music, describing feelings and singing together.	•Create simple representations of events, people and objects • Create props, puppets and masks for fairy tales; use them to develop storylines and performances. • Explore repeated rhythms, sound effects and movement to accompany familiar stories. • Build and redesign bridges, houses or vehicles using junk modelling; explain design choices. • Use puppets, masks, props and small-world resources to invent, adapt and perform traditional tales. • Design, make, test and improve constructions, explaining the process used. ***EYFS focus: creating characters and narratives, exploring pattern, colour, texture and music through purposeful making.*** **Charanga Music – Our World** • Find and show the pulse; move to music and respond to changes in sound. • Copy rhythms, explore high/low pitch and create simple one- or two-note patterns. • Sing, play and perform songs linked to animals, weather, sea, seasons and space.	• Natural art: print, paint and collage using leaves, flowers, seeds and other natural materials. • Make models of plants, animals and habitats; experiment with colour, texture, joining and construction. • Create songs, rhythms and movement sequences inspired by growth and change; perform to others. • Represent plants, animals and change through drawing, painting, collage, modelling, music and movement. • Combine techniques with increasing independence and share/evaluate finished creations. ***EYFS focus: experimenting with materials and techniques, representing ideas and developing confidence in creative choices.*** **Charanga Music – Big Bear Funk** • Find a funky pulse and copy-clap short word and phrase rhythms. • Keep the beat with a pitched note; add pitch and create a simple rhythm or melody. • Improvise/choreograph movement and share a performance with others.	• Underwater artwork: explore colour mixing, water effects, texture and collage to create sea scenes. • Design and make boats/submarines using recycled materials; test whether they float and improve designs. • Create underwater art, models, soundscapes and performances using a range of materials and techniques. • Perform songs, rhymes, poems and stories with others and adapt narratives collaboratively. ***EYFS focus: combining skills, evaluating creations, performing, designing and expressing ideas through music, art and imaginative play.*** **Charanga Music – Reflect, Rewind and Replay** • Revisit and consolidate pulse, rhythm, pitch, tempo, timbre and instrument skills. • Listen and respond to classical and familiar music, discussing sounds and feelings. • Rehearse, share and perform songs; record performances and talk about them.

Reception Curriculum Design, Teaching and Assessment

Aligned to the EYFS statutory framework effective 1 September 2026, Development Matters and the Ofsted state-funded school inspection toolkit for use from September 2026

Four guiding principles: A Unique Child • Positive Relationships • Enabling Environments with teaching and support from adults • Learning and Development

Curriculum principle	What this looks like in Reception
Curriculum intent and sequencing	The curriculum is ambitious and broad for every child. Knowledge, vocabulary, behaviours and skills are sequenced from children's starting points, revisited through core texts, adult-led teaching and continuous provision, and built with increasing complexity, fluency and independence across the year.
Prime areas and communication	Communication and Language, PSED and Physical Development underpin learning across all seven areas. Adults use Elklan approaches, WellComm information, purposeful conversation, modelling and sustained shared thinking to extend vocabulary, sentence structure, attention, understanding and confidence.
Systematic synthetic phonics and early reading	Read Write Inc is taught daily with fidelity. Ongoing assessment identifies each child's teaching point; children practise taught grapheme-phoneme correspondences, blend for reading, segment for spelling and re-read closely matched decodable books to build accuracy, fluency and confidence. Children complete a formal phonics assessment each term. Outcomes are used to review groupings, identify gaps, plan next teaching and provide prompt additional practice where needed.
Literacy and writing	High-quality texts and Literacy Counts provide rich models for language, comprehension and writing. Children rehearse orally before writing, apply phonics to meaningful purposes and progressively develop letter formation, spelling, sentence composition, rereading and simple editing. Reading for pleasure, stories, rhymes and poetry are part of daily provision.
Mathematics	White Rose provides the teaching sequence, while provision offers repeated application. Children deepen subitising, counting, cardinality, numeral-quantity links, composition, comparison, number relationships, pattern, shape, space and measure. Manipulatives, representations and mathematical talk are used to secure understanding before moving on.
Continuous provision and adult interaction	Continuous provision is intentionally planned to revisit and apply taught knowledge and skills. Adults model, explain, demonstrate, question, narrate, recall and challenge at the right moment, while protecting time for purposeful child-initiated play, independence, problem-solving and the Characteristics of Effective Teaching and Learning.
Physical development and handwriting readiness	Daily provision develops core strength, posture, balance, coordination, spatial awareness, fundamental movement and ball skills. Fine-motor teaching builds hand strength, pincer grip, scissor and tool control, an efficient pencil grip, letter/numeral formation and increasing handwriting stamina. Outdoor learning is a planned part of the curriculum.
PSED, health, wellbeing and safeguarding	Children learn self-regulation, respectful relationships, independence, healthy eating, physical activity, oral health, personal hygiene, good sleep routines, safe pedestrian behaviours, help-seeking and sensible screen use. Familiar routines and secure relationships support confidence, behaviour and readiness to learn.
Understanding the World and Expressive Arts and Design	First-hand experiences, stories, artefacts, photographs, maps, visits, nature, music and creative work build knowledge of people, communities, the past, places, the natural world, materials and culture. Children progressively observe, compare, ask questions, design, make, refine, perform and explain choices.
Inclusion, equality and high expectations	Children with SEND, EAL, disadvantaged children and those facing other barriers access the same ambitious curriculum with timely adaptation, scaffolding and specialist support. Children with SEND are supported through individual Play Plans and, where applicable, EHCP targets. These identify precise next steps and are used to inform teaching, provision, support and the monitoring of progress. Adults identify what each child needs to learn next, use visual and practical supports where helpful and ensure resources represent diverse families, cultures and communities.
Assessment and the EYFS Profile	Assessment is proportionate and mainly formative. Starting points, observation, discussion, children's work, RWI/White Rose/Literacy Counts information and professional judgement identify secure learning, misconceptions and next teaching. Assessment information is recorded and monitored through iTRACK to support professional judgement, identify strengths and gaps, track progress over time and inform next steps, intervention and provision. Phonics is formally assessed each term through Read Write Inc; the outcomes inform groupings, keep-up support and future teaching. For children with SEND, progress towards Play Plan and EHCP targets is also monitored and used to adapt provision. Development Matters guides curriculum thinking rather than operating as a tick-list. The ELGs are used for statutory end-of-Reception assessment, not as the curriculum itself.
Partnership and transition	Families are partners in learning through communication, reading/phonics support and shared information. Reception builds directly on Nursery foundations and prepares children for Year 1 by strengthening independence, language, reading, writing, mathematics, self-regulation, physical readiness and confidence while sharing useful transition information with the next teacher.

Characteristics of Effective Teaching and Learning

Playing and Exploring - children investigate and have a go • Active Learning - children concentrate, persist and enjoy achieving • Creating and Thinking Critically - children develop ideas, make links, choose strategies and review what they have done. These characteristics are embedded across adult-led and child-initiated learning.

Leadership note: this long-term plan sets the intended curriculum and progression. Weekly and short-term planning remains responsive to assessment, children's interests and emerging needs while maintaining the planned ambition and sequence.

Reception Yearly Progression

A concise view of how knowledge, language, behaviours and skills become more complex and independent across the Reception year

EYFS area	Main progression across the year
Communication and Language	careful listening and relevant response -> new vocabulary -> asking why/how questions -> sequencing and retelling -> well-formed sentences and connectives -> explanation, reasoning and confident sustained conversation
Personal, Social and Emotional Development	belonging and routines -> recognising/expressing feelings -> friendships and respect -> resilience and goal-setting -> self-regulation and healthy choices -> empathy, conflict resolution, responsibility and transition
Physical Development	core strength, safe movement and spatial awareness -> running/jumping/hopping/balance -> coordinated movement sequences -> rhythm and body control -> games, teamwork and ball skills -> increasing accuracy, stamina, tool control and self-care independence
Mathematics	match/sort/compare and pattern -> subitise, count and compose to 5 -> deepen 0-5 and build 6-8 -> build 9-10 and number relationships -> numbers beyond 10, change, sharing/grouping -> composition/decomposition, spatial reasoning and connections
Literacy	love of books, phonological awareness and taught GPCs -> blending/segmenting and matched reading -> oral sentence composition and simple written sentences -> writing for different purposes with increasing conventions -> fluency and increasingly independent writing -> confident application across texts, play and real-life contexts
Understanding the World	self, family, community and seasonal change -> celebrations, beliefs and cultures -> maps, journeys and contrasting environments -> past/present, communities, materials and change -> plants, animals and life cycles -> habitats, environment, sustainability and global connections
Expressive Arts and Design	explore media, sound, movement and role play -> repeat patterns, rhythm and celebration arts -> select tools and represent places/ideas -> design, construct and develop storylines -> combine/refine techniques and explain choices -> evaluate, improve, perform and collaborate

Progression is developmental rather than a checklist. Children revisit, practise and deepen prior learning; adults adapt support and challenge so that progress is secure from each child's individual starting point.