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| **RECEPTION CURRICULUM PLAN 2025 2026** | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **FOCUS** | **I WONDER WHAT MAKES ME SPECIAL** | **I WONDER WHAT’S ABOVE ME**  | **I WONDER WHAT MAKES ME STRONG** | **I WONDER WHO LIVES THERE** | **I WONDER WHAT GROWS** | **I WONDER HOW IT MOVES** |
| **TEXTS**20 Best Classic Children&#39;s Books of All Time - Best Books for Kids | The Great Big Book of FamiliesColour me HappyWhat Friends Do BestThe Colour MonsterPete the CatAll are WelcomeOur Class is FamilyIncredible YouLet’s Make FacesIn Every House on Every StreetAll Kinds of FamiliesGrandma’s Story | 10 Things I can do to change my WorldSilly BillyThe Listening WalkPapa, please get the moon for meWhatever nextQ Pootle 5Aliens Love UnderpantsHave You Filled a Bucket Today?Can’t You Sleep Little Bear?Goodnight Moon | The Best Part of MeMy Body, Your BodyKindness is my SuperpowerSupertatoHanda’s SurpriseKitchen DiscoOliver’s VegetablesA Great Big CuddleJabari JumpsThe Word CollectorAlmost AnythingAvocado Baby | Bog BabyHarry’s HomeThe Snail and the WhaleRumble in the JungleWe’re Going on a Bear HuntOwl BabiesGiraffes Can’t DanceMonkey PuzzleBrown Bear, Brown Bear..Mr Gumpy’s OutingThe Tiger Who Came To Tea | The Very Hungry CaterpillarJack and the BeanstalkJasper’s BeanstalkThe Tell Me TreeThe Tiny SeedThe Growing StoryTap the Magic Tree | Naughty BusThe Train RideThe Magic BedThe Hundred Decker BusMr Gumpy’s Motor CarAll Kinds of CarsEmma Jane’s AeroplaneAll Aboard for the Bobo Road |
| **KEY CELEBRATIONS/KEY DATES**Free Celebration Clip Art, Download Free Celebration Clip Art png images,  Free ClipArts on Clipart Library | World Mental Health Day 10th OctoberHarvest 5th October | Diwali 20th OctoberBonfire Night 5th NovChristmas | Chinese New Year 17th FebruaryMartin Luther King Day 20th JanuaryPancake Day 17th FebruaryRandom Acts of Kindness Day 17th February | World Book Day 5th MarchWomen’s Day8th MarchScience Week 7th-16th MarchMother’s Day 15th MarchEaster 5th April | Earth Day 22nd AprilInternational Dance Day 29th April | Father’s Day 21st June |
| **VIP**224 Heart Clipart Stock Videos and Royalty-Free Footage - iStock | My Family | Mae Jemison | Marie Curie | David AttenboroughMary Anning | Captain Tom Moore | Frida KahloAmelia Earhart |
| **PERSONAL SOCIAL EMOTIONAL DEVELOPMENT** | What makes us special? Who is special to me? How are we the same/different? What feelings do I know? Can I follow simple instructions, understand our rules to keep me happy and safe?Keeping myself safe – particularly with managing personal needs | Thinking about perseverance and the importance of not giving up.Listening and focusing for adult led activities. Expressing my needs, managing my personal needs independentlyTalking about ways to keep myself healthyHow can I be a good friend?  | Thinking about other people’s feelings, being able to resolve conflicts with my friends. Continuing to develop strong relationships with othersHow can I be kind to others? Respecting other people’s ideas when they are different from my own | Thinking about different ways to keep healthy including oral healthTalking about what is right and wrongThinking about how our choices make other people feelThinking about what I am good at | Trying new activitiesFollowing several instructionsTalking about healthy food choicesWaiting for my requests and needs to be met | Setting personal goalsBeing sensitive to other people’s needsWorking as a team, taking turnsCelebrating friendships |
| **Personal, Social and Emotional Units** | My Feelings  | Special Relationships  | Taking on Challenges | Listening and Following Instructions  | My Family and Friends  | My Wellbeing  |
| **Wellbeing Units**  |  | Discover - Trying Something New | Take Notice - My Surroundings | Connect - Similarities and Differences  | Give - Kind Words | Move - Being Animals |
| **CONTINUOUS ENRICHED PROVISION** | Understanding and following class/school rules, naming and managing our emotions, taking time to understand others’ feelings, resolving conflicts, developing strong, warm, supportive relationships, developing resilience and independence. Lots of opportunities for stories, circletimes and resources to support including books, puppets, props in a calm, nurturing environment. Specific, positive praise used by adults and use of WOW moments, shared with parents to promote specific moments of praise |
| **COMMUNICATION LANGUAGE LITERACY** | Talking about what I think, what I knowTalking to others when I am playing, taking turns Joining in with familiar stories/rhymes | Listening to stories and rhymes and joining in story timesWaiting for my turn to talkShowing good listening skillsRetelling familiar storiesSaying how I feel, sharing my ideas clearly to others | Speaking in full sentencesBeginning to use past, present and future tensesSharing my ideas in small groups and with familiar adults | Explaining events that have happened in detail Responding to what I have heard by asking questions and saying what I think | Listening carefully to my friendsEngaging in conversations with my friends and teachersTaking part in whole class discussions | Using conjunctions to connect my ideasUsing vocabulary I have learned from stories, non-fiction, rhyme and poems |
| **CONTINUOUS ENRICHED PROVISION** | Developing the ability to focus and maintain attention during small group/adult led group times, listening to and following instructions. Lots of opportunities for back and forth conversations in provision using open ended resources as stimulus and ensuring adults have time to engage, commenting on children’s play. Resources to include books, resources for storytelling, role play |
| **PHYSICAL DEVELOPMENT** | **Fine Motor**Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.  | **Fine Motor**Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  | **Fine Motor**Use a comfortable grip with good control when holding pens and pencils.  | **Fine Motor**Develop the foundations of a handwriting style which is accurate and efficient.  | **Fine Motor**Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small toolsBegin to show accuracy and care when drawing.  |
| **Gross Motor**Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene Dance Lessons | **Gross Motor**Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing  | **Gross Motor**Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being safe pedestrian. Begin Swimming Lessons | **Gross Motor**Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  | **Gross Motor**Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  |
| **CONTINUOUS ENRICHED PROVISION** | Weekly PE lessons and Swimming LessonsGross Motor Skills – use of the Adventure Playground, the Astro and the Forest. Selection of trikes, taxi bikes, scooters, balance bikes, hoops, floor ladders, balancing blocks, conesFine Motor Skills – play dough station, painting, selection of scissors to suit different stages of development, vertical mark making opportunities using ladder and chalk wall, spray bottles, tweezers, pipettes, repeated opportunities for small world play, puzzles, selection of small tools |
| **LITERACY DEVELOPMENT** | Talking about stories I have heardJoining in with familiar rhymes, songsWhat letters do I know? Practising oral blendingBEGIN RWI AFTER BASELINE | Retelling key events from storiesBegin our Word WallRecalling facts from non -fiction texts we have sharedContinuing and consolidating Set 1 sounds, blending and reading CVC words | Continuing RWI sessionsReading simple captionsBuilding recognition of red words (high frequency) | Continuing RWI sessionsReading and following simple baking instructionsReading simple sentencesDeveloping recognition of red words (high frequency) | Continuing RWI sessionsApplying our phonic knowledge to help us write sentences independentlyBuilding fluency when reading, talking about what we have read | Continuing RWI sessionsRead books confidently and with fluency, matched to my ability |
| **Writing** Write some or all of their name. Write some letters accurately. | **Writing** Use some of their print and letter knowledge in early writing.Form lower case letters with increasing accuracy | **Writing** Spell words by identifying the sounds and then writing the sound with letter/s | **Writing** Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. | **Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. |
| **Key Texts for Writing** |  | C:\Users\sasbury\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2ECFE8A3.tmp | C:\Users\sasbury\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E6CE1E0D.tmp | C:\Users\sasbury\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2E7CA65B.tmp |  |  |
| **CONTINUOUS ENRICHED PROVISION** | Resources clearly labelled in the environment, selection of story baskets to promote retelling, creating stories. Writing area with selection of mark making tools, selection of paper, pads, envelopes, magnetic boards and letters, sound mats, reading buddies (soft toys to read to) |
| **MATHEMATICAL DEVELOPMENT** | Getting to Know YouMatch Sort CompareTalk about Measure and PatternsIt’s Me 123 | Circles and Triangles1,2,3,4,5Shapes with 4 Sides | Alive in 5Mass and CapacityGrowing 6,7,8  | Length Height and TimeBuilding 9 and 10Explore 3D Shapes | To 20 and BeyondHow Many NowManipulate, Compose and DecomposeSharing and Grouping | Visualise Build and MapMake ConnectionsConsolidation |
| **CONTINUOUS ENRICHED PROVISION** | Wide selection of Maths resources including number lines, five, and ten frames, loose parts to promote counting, adding, subtracting, sharing, measuring. Scales, shapes, timers, numicon, puzzles, matching games, diceRoutines – representing numbers, counting how many children are here etc |
| **UNDERSTANDING OF THE WORLD** | Using lots of stories to think about different families and countries around the world | Thinking about how people celebrateTalking about my own environmentLearning about planets, constellations, what makes day and night, nocturnal and diurnal animals | Using my senses to make detailed observations about the world around me | Talking about changes in the natural world, including seasonsUsing stories to think about different cultures and countriesObserving changes we see when we mix ingredients to bakeTalking about animals and their youngExploring habitats and their features | Looking at simple mapsComparing my natural world with other environmentsPlanting beans and observing changes, including other plants | Making observations of transport and places we visit and drawing picturesTalking about what is the same and different in life here and in other countriesExploring floating and sinking |
| **Geography Units**  |  | Explore Maps  | Outdoor Adventures  | Outdoor Adventures  |  | Around the World  |
| **History Units**  |  | Adventures Through Time  | Adventures Through Time  | Adventures Through Time Past and Present  | Past and Present - Can you Guess whoTimelineToy Box | Adventures Through Time Past and Present - ‘ Spot the Difference |
| **Science Units**  | Autumn Treasures | Whatever the weatherWinter wildlife  | Spring MagicI am a Scientist  | Animal Adventures x5Sandcastle Science  | Our beautiful planet Summer senses |  |
| **CONTINUOUS ENRICHED PROVISION** | A variety of small and large construction materials, indoors and outdoors, developing a planting area for growing our own herbs, plants to attract wildlife, lots of high quality texts in provision representing culturally diverse society and places around the world |
| **EXPRESSIVE ARTS AND DESIGN** | Using my imagination in role play and small world playJoining in with familiar songsJoining materials and exploring the craft areaExploring collage – making faces using loose parts and other materials I want to choose | Using tools for independent art work and accessing resources to create withTalking about my creationsUsing clay to make Diwali potsVan Gogh – Starry NightJoining in Christmas songs, making Christmas cards for my friends and family, performing in our Nativity | Using one handed tools safely Developing my confidence to try new techniques – collage, paint, clayListen carefully to music and move to itMaking Worry Dolls | Creating my own stories through role play and small world playJoining in with singing and dancingTalking about my creationsMatisse: Snail Art | Recounting narratives and stories with my friendsUsing props and materials in role playAndy Goldsworthy – transient artCollage based on The Tiny Seed | Performing songs and poems with confidence alone and with my friendsMoving in time to music |
| **Art Units**  | Seasonal Craft  | Drawing - Marvellous Marks Seasonal Craft  | Painting and Mixed Media - Paint My World Seasonal Craft  | Seasonal Craft  | Sculpture and 3D - Let’s get Crafty Seasonal Craft  | Seasonal Craft  |
| **CONTINUOUS ENRICHED PROVISION** | Craft area with selection of resources for collage, junk modelling, painting – resources to include different ways of joining materials, plans for designing models, paint mixing station which children access independently |