
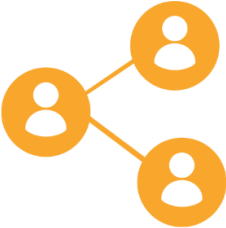









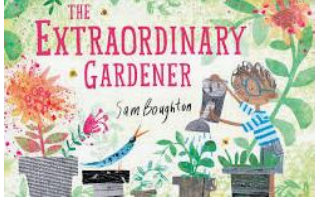
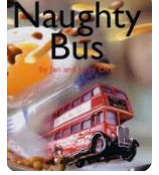

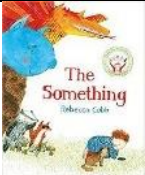
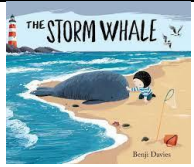
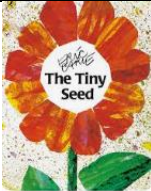

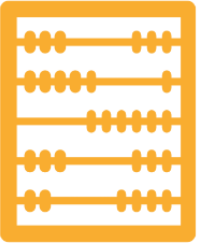








RECEPTION CURRICULUM PLAN 2025 2026	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>FOCUS</b>	<b>I WONDER WHAT MAKES ME SPECIAL</b>	<b>I WONDER WHAT'S ABOVE ME</b>	<b>I WONDER WHAT MAKES ME STRONG</b>	<b>I WONDER WHO LIVES THERE</b>	<b>I WONDER WHAT GROWS</b>	<b>I WONDER HOW IT MOVES</b>
<b>TEXTS</b> 	The Great Big Book of Families Colour me Happy What Friends Do Best The Colour Monster Pete the Cat All are Welcome Our Class is Family Incredible You Let's Make Faces In Every House on Every Street All Kinds of Families Grandma's Story	10 Things I can do to change my World Silly Billy The Listening Walk Papa, please get the moon for me Whatever next Q Pootle 5 Aliens Love Underpants Have You Filled a Bucket Today? Can't You Sleep Little Bear? Goodnight Moon	The Best Part of Me My Body, Your Body Kindness is my Superpower Supertato Handa's Surprise Kitchen Disco Oliver's Vegetables A Great Big Cuddle Jabari Jumps The Word Collector Almost Anything Avocado Baby	Bog Baby Harry's Home The Snail and the Whale Rumble in the Jungle We're Going on a Bear Hunt Owl Babies Giraffes Can't Dance Monkey Puzzle Brown Bear, Brown Bear.. Mr Gumpy's Outing The Tiger Who Came To Tea	The Very Hungry Caterpillar Jack and the Beanstalk Jasper's Beanstalk The Tell Me Tree The Tiny Seed The Growing Story Tap the Magic Tree	Naughty Bus The Train Ride The Magic Bed The Hundred Decker Bus Mr Gumpy's Motor Car All Kinds of Cars Emma Jane's Aeroplane All Aboard for the Bobo Road
<b>KEY CELEBRATIONS/KEY DATES</b> 	World Mental Health Day 10 <sup>th</sup> October Harvest 5 <sup>th</sup> October	Diwali 20 <sup>th</sup> October Bonfire Night 5 <sup>th</sup> Nov Christmas	Chinese New Year 17 <sup>th</sup> February Martin Luther King Day 20 <sup>th</sup> January Pancake Day 17 <sup>th</sup> February Random Acts of Kindness Day 17 <sup>th</sup> February	World Book Day 5 <sup>th</sup> March Women's Day 8 <sup>th</sup> March Science Week 7 <sup>th</sup> -16 <sup>th</sup> March Mother's Day 15 <sup>th</sup> March Easter 5 <sup>th</sup> April	Earth Day 22 <sup>nd</sup> April International Dance Day 29 <sup>th</sup> April	Father's Day 21 <sup>st</sup> June
<b>RE</b>	Why are people special?	Why do most Christians perform a Nativity? How is Diwali celebrated?	How was the world created? Why is it special and how can we look after it?	Why do we celebrate special times?	Why do Christians go to church?	How do Christians welcome babies in a special way?


						
<p><b>PERSONAL SOCIAL EMOTIONAL DEVELOPMENT</b></p> 	<p>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</p>	<p>Thinking about perseverance and the importance of not giving up. Listening and focusing for adult led activities. Expressing my needs, managing my personal needs independently Talking about ways to keep myself healthy How can I be a good friend?</p>	<p>Thinking about other people’s feelings, being able to resolve conflicts with my friends. Continuing to develop strong relationships with others How can I be kind to others? Respecting other people’s ideas when they are different from my own</p>	<p>Thinking about different ways to keep healthy including oral health Talking about what is right and wrong Thinking about how our choices make other people feel Thinking about what I am good at</p>	<p>Trying new activities Following several instructions Talking about healthy food choices Waiting for my requests and needs to be met</p>	<p>Setting personal goals Being sensitive to other people’s needs Working as a team, taking turns Celebrating friendships</p>
<p><b>Personal, Social and Emotional Units</b></p> 	<p>My Feelings</p>	<p>Special Relationships</p>	<p>Taking on Challenges</p>	<p>Listening and Following Instructions</p>	<p>My Family and Friends</p>	<p>My Wellbeing</p>
<p><b>Wellbeing Units</b></p> 		<p>Discover - Trying Something New</p>	<p>Take Notice - My Surroundings</p>	<p>Connect - Similarities and Differences</p>	<p>Give - Kind Words</p>	<p>Move - Being Animals</p>
<p><b>CONTINUOUS ENRICHED PROVISION</b></p>	<p>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</p>					
<p><b>COMMUNICATION LANGUAGE LITERACY</b></p>	<p>Talking about what I think, what I know Talking to others when I am playing, taking turns</p>	<p>Listening to stories and rhymes and joining in story times Waiting for my turn to talk</p>	<p>Speaking in full sentences Beginning to use past, present and future tenses</p>	<p>Explaining events that have happened in detail Responding to what I have heard by asking</p>	<p>Listening carefully to my friends Engaging in conversations with my friends and teachers Taking part in whole class discussions</p>	<p>Using conjunctions to connect my ideas Using vocabulary I have learned from stories, non-fiction, rhyme and poems</p>

	<p>Joining in with familiar stories/rhymes</p>	<p>Showing good listening skills Retelling familiar stories Saying how I feel, sharing my ideas clearly to others</p>	<p>Sharing my ideas in small groups and with familiar adults</p>	<p>questions and saying what I think</p>		
<p><b>CONTINUOUS ENRICHED PROVISION</b></p>	<p>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</p>					
<p><b>PHYSICAL DEVELOPMENT</b></p> 	<p><b>Fine Motor</b> Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.</p>	<p><b>Fine Motor</b> 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.</p>	<p><b>Fine Motor</b> Use a comfortable grip with good control when holding pens and pencils.</p>	<p><b>Fine Motor</b> Develop the foundations of a handwriting style which is accurate and efficient.</p>	<p><b>Fine Motor</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools Begin to show accuracy and care when drawing.</p>	
<p><b>Gross Motor</b> 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</p>	<p><b>Gross Motor</b> Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing</p>	<p><b>Gross Motor</b> 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</p>	<p><b>Gross Motor</b> 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.</p>	<p><b>Gross Motor</b> 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.</p>		

	Dance Lessons		sleep routine; being safe pedestrian.  Begin Swimming Lessons			
<b>CONTINUOUS ENRICHED PROVISION</b>	Weekly PE lessons and Swimming Lessons Gross 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, cones Fine 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					
<b>LITERACY DEVELOPMENT</b>  	Talking about stories I have heard Joining in with familiar rhymes, songs What letters do I know? Practising oral blending <b>BEGIN RWI AFTER BASELINE</b>	Retelling key events from stories Begin our Word Wall Recalling facts from non-fiction texts we have shared Continuing and consolidating Set 1 sounds, blending and reading CVC words	Continuing RWI sessions Reading simple captions Building recognition of red words (high frequency)	Continuing RWI sessions Reading and following simple baking instructions Reading simple sentences Developing recognition of red words (high frequency)	Continuing RWI sessions Applying our phonic knowledge to help us write sentences independently Building fluency when reading, talking about what we have read	Continuing RWI sessions Read books confidently and with fluency, matched to my ability
	<b>Writing</b> Write some or all of their name. Write some letters accurately.	<b>Writing</b> Use some of their print and letter knowledge in early writing. Form lower case letters with increasing accuracy	<b>Writing</b> Spell words by identifying the sounds and then writing the sound with letter/s	<b>Writing</b> 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.	<b>Writing</b> 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.	
<b>Key Texts for Writing</b>						

						
<b>CONTINUOUS ENRICHED PROVISION</b>	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)					
<b>MATHEMATICAL DEVELOPMENT</b>    	Getting to Know You  Match Sort Compare  Talk about Measure and Patterns  It's Me 123	Circles and Triangles  1,2,3,4,5  Shapes with 4 Sides	Alive in 5  Mass and Capacity  Growing 6,7,8	Length Height and Time  Building 9 and 10  Explore 3D Shapes	To 20 and Beyond  How Many Now  Manipulate, Compose and Decompose  Sharing and Grouping	Visualise Build and Map  Make Connections  Consolidation
<b>CONTINUOUS ENRICHED PROVISION</b>	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, dice Routines – representing numbers, counting how many children are here etc					
<b>UNDERSTANDING OF THE WORLD</b>	Using lots of stories to think about different families and countries around the world	Thinking about how people celebrate Talking about my own environment Learning 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 seasons Using stories to think about different cultures and countries Observing changes we see when we mix ingredients to bake	Looking at simple maps Comparing my natural world with other environments Planting beans and observing changes, including other plants	Making observations of transport and places we visit and drawing pictures Talking about what is the same and different in life here and in other countries

				Talking about animals and their young Exploring habitats and their features		Exploring floating and sinking
<b>Geography Units</b> 		Explore Maps	Outdoor Adventures	Outdoor Adventures		Around the World
<b>History Units</b> 		Adventures Through Time	Adventures Through Time	Adventures Through Time  Past and Present	Past and Present - Can you Guess who  Timeline  Toy Box	Adventures Through Time  Past and Present - 'Spot the Difference'
<b>Science Units</b> 	Autumn Treasures	Whatever the weather  Winter wildlife	Spring Magic  I am a Scientist	Animal Adventures x5  Sandcastle Science	Our beautiful planet  Summer senses	
<b>CONTINUOUS ENRICHED PROVISION</b>	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					
<b>EXPRESSIVE ARTS AND DESIGN</b> 	Using my imagination in role play and small world play Joining in with familiar songs Joining materials and exploring the craft area Exploring collage – making faces using loose parts and other materials I want to choose	Using tools for independent art work and accessing resources to create with Talking about my creations Using clay to make Diwali pots Van Gogh – Starry Night Joining in Christmas songs, making Christmas cards for	Using one handed tools safely Developing my confidence to try new techniques – collage, paint, clay Listen carefully to music and move to it Making Worry Dolls	Creating my own stories through role play and small world play Joining in with singing and dancing Talking about my creations Matisse: Snail Art	Recounting narratives and stories with my friends Using props and materials in role play Andy Goldsworthy – transient art Collage based on The Tiny Seed	Performing songs and poems with confidence alone and with my friends Moving in time to music

		my friends and family, performing in our Nativity				
Art Units 		Drawing - Marvellous Marks	Painting and Mixed Media - Paint My World		Sculpture and 3D - Let's get Crafty	
	Seasonal Craft	Seasonal Craft	Seasonal Craft	Seasonal Craft	Seasonal Craft	Seasonal Craft
<b>CONTINUOUS ENRICHED PROVISION</b>	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					