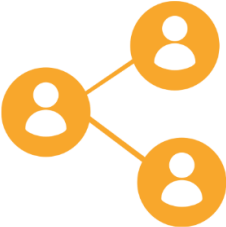
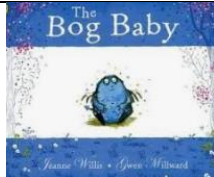
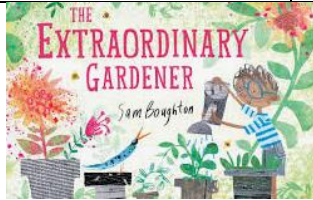
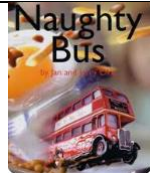


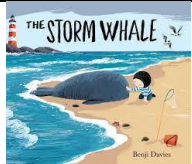
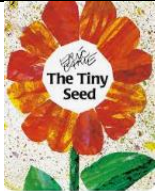
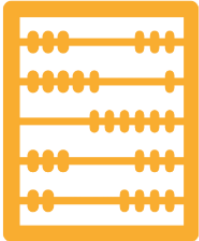
RECEPTION CURRICULUM PLAN 2026 2027	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FOCUS	I WONDER WHAT MAKES ME SPECIAL	I WONDER WHAT'S ABOVE ME	I WONDER WHAT MAKES ME STRONG	I WONDER WHO LIVES THERE	I WONDER WHAT GROWS	I WONDER HOW IT MOVES
SUGGESTED FOCUS	ALL ABOUT ME	SPACE, SKY AND WEATHER	HEALTHY BODIES AND SUPERPOWERS	HOMES AND HABITATS	PLANTS AND LIFE CYCLES	TRANSPORT AND JOURNEYS
KEY LEARNING OPPORTUNITIES	Self-identity, families, emotions, friendships, similarities and differences, school routines, belonging	Day and night, seasons, weather, stars, moon, celebrations of light, simple science observations	Growth, exercise, healthy eating, emotions, resilience, keeping safe, people who help us	Animal habitats, homes around the world, minibests, local environment, caring for living things	Growing plants, life cycles, gardening, farms, food origins, changes over time	Vehicles, movement, forces, travel, journeys, maps, transition to Year 1
TEXTS TO EXPLORE 	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
KEY CELEBRATIONS/KEY DATES	World Mental Health Day 10 th October	Diwali 8 th November	Chinese New Year 6 th February	World Book Day 4 th March Women's Day	Earth Day 22 nd April International Dance Day 29 th April	Father's Day 20 th June

	Harvest 4 th October	Bonfire Night 5 th Nov Christmas	Martin Luther King Day 18 ^h January Pancake Day 9 th February Random Acts of Kindness Day 17 th February	8 th March Science Week 5 th -14 th March Mother's Day 7 th March Easter 28 th March		
RE 	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?
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 independently Talking about ways to keep myself healthy How 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 others How 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 health Talking about what is right and wrong Thinking about how our choices make other people feel Thinking about what I am good at	Trying new activities Following several instructions Talking about healthy food choices Waiting for my requests and needs to be met	Setting personal goals Being sensitive to other people's needs Working as a team, taking turns Celebrating 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 know Talking to others when I am playing, taking turns Joining in with familiar stories/rhymes	Listening to stories and rhymes and joining in story times Waiting for my turn to talk Showing good listening skills Retelling familiar stories Saying how I feel, sharing my ideas clearly to others	Speaking in full sentences Beginning to use past, present and future tenses Sharing 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 friends Engaging in conversations with my friends and teachers Taking part in whole class discussions	Using conjunctions to connect my ideas Using 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:	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 tools Begin to show accuracy and care when drawing.	

		pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.			
	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 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				
LITERACY DEVELOPMENT 	Talking about stories I have heard Joining in with familiar rhymes, songs What letters do I know? Practising oral blending BEGIN RWI AFTER BASELINE	Retelling key events from stories Begin our Word Wall Recalling facts from non-fiction texts we have shared Continuing and consolidating Set 1 sounds,	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

		blending and reading CVC words				
	Writing Explore mark making in provision Write some taught 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.	
	Transcription The children will be taught directional language and practise this in adult led mark-making activities The children will be taught: • the 26 letters	Transcription The children will be taught: • the 26 letters • numbers 0 – 9 (Note: letters and numbers with similar movements are grouped together. The similarities are discussed with the children.)	Transcription The children will revisit: • i l t j (straight line) • n m r h b k p (bridge) • v w (zig zag) • 1 4 7 • 2 3 • capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities are discussed with the children.)	Transcription The children will revisit: • c o a d g q e (coat hanger) • u y (smile) • s f x z (misfits) • 0 6 8 9 • 5 • capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)	Transcription The children will revisit: • i l t j (straight line) • n m r h b k p (bridge) • v w (zig zag) • 1 4 7 • 2 3 • capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities are discussed with the children.)	Transcription The children will revisit: • c o a d g q e (coat hanger) • u y (smile) • s f x z (misfits) • 0 6 8 9 • 5 • capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)
Key Texts for Writing						

						
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 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
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, dice Routines – representing numbers, counting how many children are here etc					
UNDERSTANDING OF THE WORLD	Family structures Homes and communities	How people celebrate Weather observations Day and night	Healthy lifestyles Exercise Human body Keeping safe	Habitats and their features Animal homes and their young	Plants Life cycles Farms Food production	Transport then and now Journeys Forces and movement

	Similarities and differences between people School environment	Nocturnal and diurnal animals Seasonal change Space exploration		Different countries and cultures Local wildlife		Floating and Sinking Maps and routes
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 who Timeline Toy Box	Adventures Through Time Past and Present - ‘Spot the Difference’
Science Units 	Autumn Treasures	Whatever the weather Winter wildlife	Spring Magic I am a Scientist	Animal Adventures x5 Sandcastle 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 play Joining in with familiar songs	Using tools for independent art work and accessing resources to create with Talking about my creations	Using one handed tools safely Developing my confidence to try new techniques – collage, paint, clay Listen carefully to music and move to it	Creating my own stories through role play and small world play Joining in with singing and dancing Talking about my creations	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

	Joining materials and exploring the craft area Exploring collage – making faces using loose parts and other materials I want to choose	Using clay to make Diwali pots Van Gogh – Starry Night Joining in Christmas songs, making Christmas cards for my friends and family, performing in our Nativity	Making Worry Dolls	Matisse: Snail Art		
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					

End-of-Year Progression

By the end of Reception, children will have explored:

- **Themselves** (identity and belonging)
- **Their environment** (weather and space)
- **Their bodies** (health and wellbeing)
- **The wider world** (homes and habitats)
- **Living things** (growth and change)
- **Movement and journeys** (preparing for Year 1 learning)

This sequence moves from the child's immediate experience outward into the wider world, providing a coherent and developmentally appropriate EYFS curriculum.