



## Reception Long Term Curriculum Plan (2026/2027)

|                                              | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Autumn 2                                                                                                                                                                                                                                      | Spring 1                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                          | Summer 2                                                                                                                                                                                         |
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| <b>Main Project</b>                          | <b>Let's Explore</b><br>This project teaches children about the environments that they share with others, including their homes, school and places in the local community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Marvellous Machines</b><br>This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines. | <b>Long Ago</b><br>This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.                   | <b>Ready, Steady, Grow</b><br>This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle. | <b>Animal Safari</b><br>This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments. | <b>On the Beach</b><br>This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun. |
| <b>Mini Project</b>                          | <b>Build it Up</b><br>This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Puppets and Pop-Ups</b><br>This creative project explores puppets and pop-up books and gives children the opportunity to make puppets and use them to tell exciting stories.                                                               | <b>Stories and Rhymes</b><br><b>This project teaches</b> children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary. | <b>Signs of Spring</b><br>This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.                                              | <b>Creep, Crawl and Wriggle</b><br>This mini project teaches children about invertebrates that live in their gardens and local environment.                                                       | <b>Move It</b><br>This mini project teaches children about the importance of exercise, sleep and a balanced diet, and explores outdoor, summer games and activities.                             |
| <b>Characteristics of Effective Learning</b> | <b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning<br><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.<br><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. |                                                                                                                                                                                                                                               |                                                                                                                                                                                    |                                                                                                                                                                                                                                     |                                                                                                                                                                                                   |                                                                                                                                                                                                  |

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| <b>Communication and Language</b> | <p>The development of children’s spoken language underpins all seven areas of learning and development. <b>Children’s back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the <b>conversations</b> they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By <b>commenting</b> on what children are interested in or doing, and <b>echoing back</b> what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with <b>extensive opportunities to use and embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas with support and modelling</b> from their teacher, and <b>sensitive questioning that invites them to elaborate</b>, children become comfortable using a rich range of vocabulary and language structures.</p>                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Oracy</b>                      | <p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn new vocabulary</li> <li>• Ask questions to find out more and to check they understand what has been said to them</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Listen carefully to rhymes and songs paying attention to how they sound</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>• Engage in non-fiction books</li> <li>• Use talk to help work out problems and organise thinking and activities, and how to explain how things work and why they might happen</li> <li>• Develop social phrases</li> <li>• Engage in story times</li> </ul> <p><b>Early Learning Goals (ELGs):</b> 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.</p> | <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use new vocabulary throughout the day</li> <li>• Ask questions to find out more and to check they understand what has been said to them</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Describe some events in detail</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>• Use new vocabulary in different contexts</li> <li>• Learn rhymes, poems and songs</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p><b>ELGs:</b> • 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.</p> <p>Children in Reception will have <b>daily ‘snack and chat’ sessions, daily high-quality story time sessions, daily Ready Steady Write and Ready Steady Read Together Lessons and a weekly show and tell session</b>. Children will also learn to <b>recite poetry through the Ruth Miskin ‘Say a Poem’</b> resource. Vocabulary from high-quality texts and vocabulary that links to the children’s learning through topic will be explicitly taught and modelled.</p> |

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| <b>Personal, Social and Emotional Development</b>                                                                                                                                      | Personal, Social and Emotional Development remains at the heart of learning in Reception, supporting children to become confident, resilient and independent learners. Through secure relationships with adults and positive interactions with their peers, children develop a strong sense of belonging and learn to recognise, understand and regulate their emotions. They are encouraged to persevere when faced with challenges, develop confidence in their own abilities and take increasing responsibility for their learning and behaviour. Adults support children to make positive choices, resolve conflicts respectfully and show empathy, kindness and consideration towards others. Children continue to develop independence by managing their personal care, making healthy choices and taking responsibility for everyday routines. These skills enable children to engage positively with learning, build meaningful relationships and develop the resilience and self-regulation needed for a successful transition into Key Stage 1. |                                                                                                                                                                                                      |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                   |                                                                                                                                                                                                         |                                                                                                                                                                                              |
| <b>Jigsaw PSHE</b>                                                                                                                                                                     | Jigsaw: Being me in my world<br><br>Handwashing<br><br>Class rules/Behavioural expectations<br><br>Oral hygiene: teeth (supervised toothbrushing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Jigsaw: Celebrating Difference<br><br><br><br>Oral hygiene: teeth (supervised toothbrushing)                                                                                                         | Jigsaw: Dreams and goals<br><br><br><br>Oral hygiene: teeth (supervised toothbrushing)                                                                                                                                                  | Jigsaw: Healthy me<br><br>Healthy habits<br><br>Screen time<br><br>Handwashing<br><br>Oral hygiene: teeth (supervised toothbrushing)                                                                                              | Jigsaw: Relationships<br><br>Sun safety<br><br>Looking after our world<br><br>Oral hygiene: teeth (supervised toothbrushing)                                                                            | Jigsaw: Changing Me<br><br>Journey in Love<br><br>Transition into Y1<br><br>Oral hygiene: teeth (supervised toothbrushing)                                                                   |
| <b>Texts to support emotional literacy and promote inclusion/diversity, helping children to develop positive attitudes about differences.</b><br><br><b>*Talk Through Stories text</b> | I am Enough by Grace Buyers (loving who you are, respecting others, and being kind to one another)<br><br>All About Families by Felicity Brooks (diverse families)<br><br>Dipal's Diwali (religious festivals and cultural diversity)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Little Glow (religious festivals)<br><br>John Agard's Windrush Child by John Agard (migration, identity, prejudice)<br><br>Different Like Me by Xochitl Dixon (celebrating difference and diversity) | Dream Big Little Mole by Tom Percival (courage, self-esteem, challenging stereotypes)<br><br>My Two Grannies (multicultural identities, conflict, tolerance, compromise)<br><br>Bea's Bad Day by Tom Percival (managing disappointment) | The Proudest Blue (race and cultural diversity)<br><br>*Ruby's Worry by Tom Percival (worry, mental health)<br><br>So Much (cultural identity and family love)<br><br>Rameena's Ramadan (religious festivals, cultural diversity) | *Frockodile (acceptance, authenticity, and family support)<br><br>The Pirate Mums (diverse families)<br><br>Strong Like Me by Kelechi Okafor (identity, confidence, jealousy, peer pressure, diversity) | The River by Tom Percival (ever changing emotions)<br><br>The Invisible by Tom Percival (poverty, loneliness, and community)<br><br>*My Monster and Me by Nadiya Hussain (Worry and anxiety) |

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| Physical Development | Physical development continues to play a vital role in children's overall learning and wellbeing throughout Reception, supporting them to become confident, healthy and active learners. Children build on the foundations established in the Early Years by refining their gross motor skills through a wide range of indoor and outdoor activities that develop balance, coordination, agility, strength and spatial awareness. Regular opportunities to run, jump, climb, balance and negotiate space safely help children develop control, confidence and resilience. Fine motor skills are strengthened through daily opportunities to draw, write, manipulate construction materials, use tools such as scissors and paintbrushes, and complete practical tasks that develop hand strength, dexterity and precision. These experiences support children in developing an effective pencil grip and the control needed for fluent handwriting. By providing a rich range of active, purposeful and play-based experiences, adults help children develop the physical skills and independence needed to access all areas of learning and prepare them for the transition into Key Stage 1.                                              |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                 |  |  |
|                      | <b>Everton in the Community (EiTC):</b><br>Fundamental Movements - Space, Motor Skills and Basic Games<br>Dance<br><br><b>LSSP Balance Bikes</b><br><br><b>Dough Gym</b><br><br><b>Squiggle While You Wiggle</b><br><br><b>Pegs to Paper</b><br><br><b>Nelson Handwriting</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>EiTC:</b> Teamwork, Outdoor Adventure Activities and Problem Solving<br>Gymnastics<br><br><b>Dough Gym</b><br><br><b>Parachute Games</b><br><br><b>Squiggle Me into a Writer</b><br><br><b>Pegs to Paper</b><br><br><b>Nelson Handwriting</b> | <b>EiTC:</b> Fundamental Movements – kicking and dribbling, balance and striking skills<br>Athletics<br><br><b>Dough Gym</b><br><br><b>Parachute Games</b><br><br><b>Squiggle Me into a Writer</b><br><br><b>Pegs to Paper</b><br><br><b>Nelson Handwriting</b> |  |  |
| Literacy - Reading   | In Reception, reading builds on the strong foundations established in Nursery by continuing to foster a love of books while developing the knowledge and skills needed to become confident, independent readers. Children enjoy sharing a wide range of high-quality texts that broaden their vocabulary, develop comprehension and inspire curiosity and imagination. Adults continue to explicitly teach ambitious vocabulary, encouraging children to discuss, explore and apply new language in meaningful contexts. Systematic synthetic phonics and shared read (Talk Through Stories) is taught daily, enabling children to develop secure knowledge of grapheme-phoneme correspondences and apply these skills to decode and read increasingly complex words with accuracy and fluency. Children have regular opportunities to practise reading decodable books that closely match their phonic knowledge, helping them to build confidence, fluency and expression. Alongside this, adults develop children's comprehension by encouraging them to predict, question, infer and talk about characters, settings and events, ensuring they not only learn to read but also develop a lifelong enjoyment and understanding of books. |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                 |  |  |
| RWI Phonics          | Children will be taught the Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Recap on set 1 special friends: th, ch, qu, ng, nk<br>Secure blending of words with special friends.                                                                                                                                             | Children are taught the Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy                                                                                                                                                                          |  |  |

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|                                 | Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                | Recap on any set 1 sounds (addressing sound gaps).<br>Secure blending on words containing all set 1 sounds.<br>Children will be taught to blend words containing 4/5 sounds and double consonants.<br>To be exposed to some common exception words: put, the, I, no, of, my, for, he |                                                                                                     | To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are.<br><br>Children are taught to blend words containing set 2 sounds. Children to build speed of reading words containing set 1 sounds. |                                                                                                                             |
| <b>RWI Talk Through Stories</b> | On the Way Home by Jill Murphy<br><br>There's a Snake in my School by David Walliams<br><br>Stick Man by Julia Donaldson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Winnie the Witch by Valerie Thomas<br><br>The Squirrels who Squabbled by Rachel Bright and Jim Field<br><br>I am Nefertiti by Annemarie Anang and Natelle Quek | Dogger by Shirley Hughes<br><br>After the Fall by Dan Santat<br><br>The Lion Inside by Rachel Bright and Jim Field                                                                                                                                                                   | Billy's Bucket by Kes Grey<br><br>Farmer Duck by Martin Waddell<br><br>Ruby's Worry by Tom Percival | Handa's Hen by Eileen Browne<br><br>Frockodile by Jeanne Willis<br><br>Gecko's Echo by Lucy Rowland                                                                                                                                                    | A Little Bit Brave by Nicola Kinnear<br><br>My Monster and Me by Nadiya Hussain<br><br>Billy and the Beast by Nadia Shareen |
| <b>Literacy - Writing</b>       | In Reception, writing builds on the strong foundations established in Nursery by developing children's confidence, stamina and independence as writers. Following the principles of the <b>Literacy Counts Ready Steady Write</b> approach, high-quality, vocabulary-rich texts provide the stimulus for learning, inspiring children to write for meaningful purposes while fostering a love of stories and language. Carefully sequenced teaching enables children to immerse themselves in each text, developing their understanding through discussion, drama, drawing, oral storytelling and vocabulary exploration before beginning to write. Systematic synthetic phonics provides the foundation for early writing, enabling children to apply their phonic knowledge to write words and simple sentences with increasing accuracy. Adults explicitly teach correct letter formation, handwriting and sentence construction, modelling the writing process and supporting children to compose, rehearse, edit and improve their work. Fine motor development continues to be strengthened through daily opportunities to develop pencil control, dexterity and hand strength, supporting increasingly fluent handwriting. Children are encouraged to orally rehearse sentences before writing, enabling them to organise and articulate their ideas with confidence. Writing is embedded throughout both adult-led learning and continuous provision, where children apply their developing skills in purposeful contexts such as writing messages, labels, lists, captions, invitations and simple stories. High-quality teacher modelling, shared writing and carefully scaffolded independent practice ensure that every child experiences success as a writer while gradually developing the confidence, independence and resilience needed to meet the expectations of the Early Learning Goals and transition successfully into Key Stage 1. |                                                                                                                                                                |                                                                                                                                                                                                                                                                                      |                                                                                                     |                                                                                                                                                                                                                                                        |                                                                                                                             |
| <b>Ready, Steady Write</b>      | <b>Vehicle Text:</b> The Something by Rebecca Cobb                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Vehicle Text:</b> Star in the Jar by Sam Hay                                                                                                                | <b>Vehicle Text:</b> Juniper Jupiter by Lizzy Stewart                                                                                                                                                                                                                                | <b>Vehicle Text:</b> Little Red by Bethan Woolvin                                                   | <b>Vehicle Text:</b> The Extraordinary Gardner by Sam Broughton                                                                                                                                                                                        | <b>Vehicle Text:</b> The Storm Whale by Benji Davies                                                                        |

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|                               | <b>Writing Outcomes:</b><br>Losing story sentences (retell)<br>Animal information sentences (inform)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Writing Outcomes:</b><br>Finding story sentences (retell)<br>Poster sentences (inform) | <b>Writing Outcomes:</b><br>Superhero sentences (retell) Letter sentences (inform)                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Writing Outcomes:</b><br>Traditional tale sentences (retell)<br>Instruction sentences (instruct) | <b>Writing Outcomes:</b><br>Instruction sentences (instruct)<br>Transformation story sentences (retell)                                                                                                                                                                                                                                                                                                                                                     | <b>Writing Outcomes:</b><br>Friendship story sentences (retell)<br>Whale Poem<br>Sentences (describe) |
| <b>Maths</b>                  | In Reception, mathematics builds on the practical experiences established in Nursery, developing children's confidence, fluency and understanding through a balance of adult-led teaching and purposeful play. The curriculum focuses on securing a deep understanding of number, enabling children to develop strong number sense through counting, subitising, recognising number patterns and exploring the composition of numbers to 10. Children are encouraged to reason, solve problems and explain their mathematical thinking using accurate mathematical language. Opportunities to explore shape, space and measure continue to be embedded throughout continuous provision, allowing children to investigate the properties of 2D and 3D shapes, compare length, height, weight, capacity and time, and use positional language in meaningful contexts. Adults provide carefully sequenced learning experiences using the Power Maths scheme and the NCETM Mastering Number approach, to ensure children develop a secure understanding of mathematical concepts rather than simply memorising procedures. Through engaging, practical activities and real-life contexts, children are encouraged to apply their mathematical knowledge independently, preparing them with the confidence and understanding needed for Year 1. |                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                       |
| <b>Power Maths</b>            | Numbers to 5<br><br>Comparing groups within 5<br><br>2D and 3D shape                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Change within 5<br><br>Number bonds within 5<br><br>Space                                 | Numbers to 10<br><br>Comparing numbers within 10<br><br>Addition to 10<br><br>Measure (length, height and weight)                                                                                                                                                                                                                                                                                                                                                                                   | Number bonds to 10<br><br>Subtraction<br><br>Exploring patterns                                     | Counting on and counting back<br><br>Numbers to 20<br><br>Numerical Patterns<br><br>Shape (composing and decomposing shapes)                                                                                                                                                                                                                                                                                                                                | Measure (volume and capacity)<br><br>Sorting<br><br>Time                                              |
| <b>NCETM Mastering Number</b> | <b>Subitising</b> - subitise within 5, perceptually and conceptually, depending on the arrangements.<br><b>Counting, ordinality and cardinality</b> - through a wide range of opportunities to use 1:1 correspondence and develop knowledge of the counting sequence up to and beyond 5, as well as recognising numerals<br><b>Composition</b> - see that all numbers can be made of 1s, explore the concepts of 'whole'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                           | <b>Subitising</b> – increase confidence in subitising within 5 including structured and random arrangements. Explore some patterns with numbers greater than 5. Explore symmetrical patterns and link to doubles.<br><b>Counting, ordinality and cardinality</b> - continue to develop verbal counting to 20 and beyond, continue to develop object counting skills, using a range of strategies to develop accuracy, order numbers, linking cardinal and ordinal representations of number, become |                                                                                                     | <b>Subitising</b> - continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns, use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number, subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10, be |                                                                                                       |

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|                                | and 'parts', explore compositions of numbers to 5<br><b>Comparison</b> – explore 'more than' and 'fewer than', compare sets by subitising and matching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | more familiar with the counting pattern beyond 20<br><b>Composition</b> - continue to explore the composition of 5 and explore the composition of 6, linking this to familiar patterns, including symmetrical patterns, begin to see that numbers within 10 can be composed of '5 and a bit', explore the composition of odd and even numbers, looking at the 'shape' of these numbers, begin to link even numbers to doubles, begin to explore the composition of numbers within 10.<br><b>Comparison</b> - continue to compare sets using the language of comparison, continue to compare sets by matching, identifying when sets are equal, explore ways of making unequal sets equal, compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. | encouraged to identify when it is appropriate to count and when groups can be subitised.<br><b>Counting, ordinality and cardinality</b> - continue to develop verbal counting to 20 and beyond, including counting from different starting numbers, continue to develop confidence and accuracy in both verbal and object counting.<br><b>Composition</b> - explore the composition of 10.<br><b>Comparison</b> - order sets of objects, linking this to their understanding of the ordinal number system. |                                                                                                                                |                                                                                                                       |                                                                |
| <b>Understanding the World</b> | In Reception, Understanding the World builds on children's experiences from Nursery by deepening their knowledge of people, places, communities and the natural world through carefully planned topics, high-quality continuous provision and meaningful first-hand experiences. Children are encouraged to ask questions, investigate, observe and make connections between new learning and what they already know, developing curiosity and a love of learning. They explore the past and present through stories, significant events and their own experiences, learn about different cultures, traditions and communities, and develop an understanding of the wider world beyond their immediate environment. Opportunities for scientific enquiry are woven throughout the curriculum, enabling children to observe seasonal change, explore materials, investigate living things and habitats, and develop their ability to predict, compare and explain what they notice. Technology is used purposefully to support learning and problem-solving, while adults continue to model ambitious vocabulary and encourage children to communicate their ideas using increasingly precise language. As a Catholic school, children are also encouraged to develop a sense of awe and wonder for God's creation, learning to care for the environment and appreciate their responsibility as stewards of the world. These experiences prepare children with the knowledge, skills and curiosity needed for future learning as they transition into Key Stage 1. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                |                                                                                                                       |                                                                |
|                                | *The local community and people who help us. Show an interest in different occupations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | * Explore the changing weather and seasons, understand the effect of changing seasons on the natural world                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | *Explore the changing weather and seasons, understand the effect of changing seasons on the natural world around them (Winter)                                                                                                                                                                                                                                                                                                                                                                             | *Explore the changing weather and seasons, understand the effect of changing seasons on the natural world around them (Spring) | *Explore the changing weather and seasons, understand the effect of changing seasons on the natural world around them | *Learn about plants on animals at the seaside and in rockpools |

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|  | <p>*Understand that some places are special to members of their community.<br/>         *Recognise that people have different beliefs and celebrate special times in different ways.<br/>         *Draw information from a simple map<br/>         *Changes to the local area over time.<br/>         *Exploring differences between materials and talking about their uses and properties.<br/>         *Recognise some similarities and differences between life in this country and life in other countries.<br/> <b>ELG: Talk about the lives of the people around them and their roles in society.</b></p> <p><b>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b></p> | <p>around them<br/>         (Autumn) Describe what they see, hear and feel whilst outside.<br/>         *Explore how things work.<br/>         *Talk about different forces they can feel and the vocabulary associated with them e.g. 'push, pull'<br/>         *Exploring light and shadows through shadow puppets<br/> <b>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p> | <p>Describe what they see, hear and feel whilst outside.<br/>         *Begin to make sense of their own life-story and family's history<br/>         *Explore history through living memory<br/>         *Talk about members of their family and community<br/>         *Comment on images of familiar situations in the past<br/>         *Compare and contrast characters from stories, including figures from the past<br/> <b>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> | <p>Describe what they see, hear and feel whilst outside.<br/>         *Plant some plants and flowers and learn how to care for them<br/>         *Learn about animals and their babies<br/>         *Learn about some life-cycles (plants and animals)<br/>         *Begin to understand about the importance of caring for the environment<br/>         *Use senses to explore the natural world<br/> <b>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p><b>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</b></p> | <p>(Summer) Describe what they see, hear and feel whilst outside.<br/>         *Explore the natural world around them – bug hunts<br/>         *Begin to understand about caring for the environment and living things<br/>         *Recognise some environments that are different from the one in which they live.<br/> <b>ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</b></p> <p><b>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p> | <p>*Talk about holidays in the past and present<br/>         *Recognise some environments that are different from the one in which they live.<br/>         *Healthy life-styles<br/>         *Sun safety<br/> <b>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p><b>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p><b>ELG: Know some similarities and differences between the natural world</b></p> |
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|                                                                                                                                          | ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                           | ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.                                                                         | ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.                                                           |                                                                                                                                                                   | around them and contrasting environments, drawing on their experiences and what has been read in class.                                                                                                               |
| <b>Festivals and Celebrations –</b><br>Recognising that people have different beliefs and celebrate special times in different ways (UW) | Harvest, Halloween, Bonfire Night, Diwali                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Advent, Christmas and Hanukkah                                                                                                                                                            | Epiphany, New Year, Chinese Lunar New Year                                                                                                                                                                          | Easter, Holi, Ramadan and Eid al-Fitr                                                                                                                                                                 | Eid al-Adha                                                                                                                                                       |                                                                                                                                                                                                                       |
| <b>Expressive Arts and Design</b>                                                                                                        | In Reception, Expressive Arts and Design builds on the creative experiences developed in Nursery by enabling children to refine their skills, develop their imagination and communicate their ideas with increasing purpose and confidence. Children explore a wide range of artistic techniques and media, experimenting with colour, texture, form and design while learning to select appropriate materials to achieve their intended outcomes. Music remains an important part of daily learning, with children singing a wide repertoire of songs, exploring rhythm and pitch, responding to music through movement and using instruments to create and accompany simple compositions. Through imaginative role play, storytelling, small world play and performance, children develop narratives, collaborate with others and express their thoughts, feelings and experiences creatively. Adults encourage children to evaluate and adapt their work, explain their creative choices and draw inspiration from artists, musicians and the world around them. High-quality continuous provision provides meaningful opportunities for children to revisit, practise and extend their creative thinking, |                                                                                                                                                                                           |                                                                                                                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                   |                                                                                                                                                                                                                       |
|                                                                                                                                          | *Doctors role-play area<br>*Designing and creating structures using a range of tools and materials.<br>*Creating fantasy worlds.<br><b>ELG: Safely use and explore a variety of materials, tools and techniques,</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | * Café role-play area<br>*Making leaf people/creatures and a range of Autumnal crafts<br>*Playdough spiders and hedgehogs<br>*Exploring and making a range of puppets and pop-up pictures | *Supermarket role-play area<br>*Learn and perform a range of traditional tales and nursery rhymes<br>*Explore pretend play with toys from the past<br><b>ELG: Make use of props and materials when role playing</b> | *Flower shop role-play area<br>*Observational drawing and painting of Spring flowers<br>*Large-scale Spring flower art project<br>*Fruit and vegetable printing<br>*Spring potions and perfume making | *Vets/pet care role-play area<br>*Exploring animal patterns<br><b>ELG: Make use of props and materials when role playing characters in narratives and stories</b> | *Ice cream parlour role-play area<br>*Create a rock pool in a box<br>*Pirates and mermaids role-play activities<br><b>ELG: Make use of props and materials when role playing characters in narratives and stories</b> |

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|                                   | <p>experimenting with colour, design, texture, form and function.</p> <p>ELG: Share their creations, explaining the process they have used.</p> <p>ELG: Make use of props and materials when role playing characters in narratives and stories</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>*Performing puppet shows</p> <p>*Practising and performing the Christmas play for parents and carers.</p> <p>*Christmas crafts and cards</p> <p>*World Nursery Rhyme Week</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>ELG: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>ELG: Make use of props and materials when role playing characters in narratives and stories</p> | <p>characters in narratives and stories</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>ELG: Sing a range of well-known nursery rhymes and songs.</p> | <p>ELG: Make use of props and materials when role playing characters in narratives and stories</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Share their creations, explaining the process they have used.</p> | <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Share their creations, explaining the process they have used.</p> | <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Share their creations, explaining the process they have used.</p> |
| <p><b>Music – Sing Up!</b></p>    | <p>I've got a grumpy face</p> <p>The sorcerer's apprentice</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Witch, witch</p> <p>Row, row, row your boat</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Bird spotting: cuckoo polka</p> <p>Shake my sillies out</p>                                                                                                                                          | <p>Up and down</p> <p>Five fine bumble bees</p>                                                                                                                                                                                                                                                                                                                                                                         | <p>Down there under the sea</p> <p>It's oh so quiet</p>                                                                                                                                                                                                                                                              | <p>Slap, clap clap</p> <p>Bow, bow, bow Belinda</p>                                                                                                                                                                                                                                                                  |
| <p><b>Religious Education</b></p> | <p>At Holy Trinity Catholic Primary School, Religious Education is at the heart of our curriculum. In the Early Years, we follow the Religious Education Directory programme, <i>To Know You More Clearly</i>, which introduces children to the teachings of Jesus and helps them develop a personal relationship with God. Through engaging topics, Bible stories, prayer, liturgy, music, discussion and play-based experiences, children begin to understand that they are loved by God and are part of God's family. They learn about key events in the life of Jesus, the Church, the Sacraments and the liturgical year, while exploring values such as kindness, forgiveness, respect, compassion and service to others. Opportunities to respond creatively through continuous provision, role play, art, storytelling and reflection enable children to deepen their understanding and live out our</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                      |

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| school mission: 'Walking in the footsteps of Jesus: we care, we share, we love, we learn.' Our RE curriculum nurtures children's spiritual, moral, social and emotional development, encouraging them to grow in faith, wonder and appreciation of God's world. |                                                                                                                                                                       |                                                                                                                                                             |                                                                                                                                                    |                                                                                                     |                                                                                                                                                         |                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                 | <b>Creation and Covenant</b><br>-God as the Creator.<br>-The goodness of creation.<br>-Human dignity.<br>-Caring for God's world.<br>-God's covenant with his people. | <b>Prophecy and Promise</b><br>-God's promises throughout the Old Testament.<br>-The prophets.<br>-Waiting and hope.<br>-Preparing for the coming of Jesus. | <b>Galilee to Jerusalem</b><br>-The life and ministry of Jesus.<br>-His teaching, miracles and disciples.<br>-How Jesus showed people how to live. | <b>Desert to Garden Lent.</b><br>-Holy Week.<br>-Jesus' Passion, Death and Resurrection.<br>Easter. | <b>To the Ends of the Earth</b><br>-Pentecost.<br>-The coming of the Holy Spirit.<br>-The beginning of the Church.<br>-The mission of Christians today. | <b>Dialogue and Encounter</b><br>-Living as part of God's family.<br>-Prayer and worship.<br>-The Church.<br>Sacraments.<br>-Respect for people of other faiths and worldviews.<br>Building relationships through dialogue and encounter. |