



Reception Curriculum Overview

	Autumn	Spring	Summer
Enrichment	Home visits / Stay & Plays Harvest / International day Autumn / Bonfire night / Dussehra / Remembrance Day / Diwali / Bhai Dooj / Hanukkah / Christmas Anti-bullying day Nursery Rhyme week Winter concert	Spring Safer internet Day Lohri / Number day / Chinese New Year / Pancake day / Valentines Day / World Book Day / Mother's Day / Ramadan / Holi / Easter	Summer Eid al-Fitr / Passover / Earth Day / May Day / Father's Day / Sports Day Transitioning on
Communication & Language	Children are developing their listening skills during Storytime and when receiving instructions. They can answer questions about a story they've just read and are becoming aware of time concepts, such as past, present, and future (e.g., noticing today's weather and predicting tomorrow's). They respond to ongoing conversations and adult interactions appropriately. Their vocabulary is expanding, and they use language to communicate, express their ideas, and share their feelings.	Children learn the importance of careful listening and understand why it matters. They ask questions to gain more information and discuss stories to build familiarity and comprehension. They retell stories, understand sequence-related words like 'first' and 'next,' and enjoy longer stories. They participate in extended conversations, take longer turns in discussions, and actively engage in group discussions by sharing ideas or asking questions.	Children are learning listen for longer periods and in various situations, using question starters like 'what,' 'where,' and 'why.' They begin to understand more complex language, such as 'first,' 'last,' 'might,' 'above,' and 'in between,' and think more deeply about word meanings. They grasp adjectives like soft, hard, and smooth, develop an awareness of complex humour, and keep interactions going through language. They join class discussions, make relevant comments or ask questions, and engage in interesting conversations. Children use well-formed sentences and are understood by both adults and peers.
End of year goal	Children can listen attentively in various contexts and demonstrate their understanding through relevant comments or questions. They engage in meaningful conversations about their interests, feelings, experiences, and ideas, using a broad vocabulary and extended sentences.		

Personal, Social and Emotional Development	<p>Children build strong relationships with their teachers and teaching assistants, come into class happily, and follow morning routines. They independently select and use activities and resources, join guided learning sessions, and become increasingly independent in dressing themselves, such as putting on their coat and attempting to zip it up. They manage their toileting needs and seek help when needed. Children eat a balanced lunch, are willing to try new foods. They increasingly follow rules, understand their importance, and use appropriate ways to be assertive, beginning to resolve conflicts through conversation. They talk about their feelings using words like ‘happy,’ ‘sad,’ ‘angry,’ or ‘worried’ and know the class charter. Children evaluate their behavior using school values, play cooperatively with others, extend and elaborate on play ideas, and understand that sharing involves fairness and patience.</p>		<p>Children plan and think ahead about how they will explore, play, or create things like models or crafts. They respond well to new experiences, can put on socks, tights, and shoes with the correct orientation, and know the importance of having three meals a day. They develop self-regulation strategies, identify how their friends might be feeling, and understand that not all reactions to feelings are appropriate. Children engage in guided tasks, initiate conversations with peers and adults, respond to others in a friendly manner, and begin using negotiation skills to solve sharing problems. They listen to and collaborate with others during play, develop strategies for resolving conflicts, form friendships, and maintain positive relationships with adults. They are happy to participate in guided learning opportunities and take suggestions from adults.</p>		<p>Children develop confidence in generating ideas and linking them to past experiences. They use various strategies to achieve self-set goals and start correcting their own mistakes. They show resilience by persevering through challenges. Children begin to understand the importance of good food choices, recognizing "treat" foods and their impact. They identify and moderate their emotions, often articulating how and why they feel a certain way. They play cooperatively with a shared purpose, participate in team games while managing disappointment, and notice and respond to the emotions of friends. They build positive relationships with familiar adults and respond appropriately to new adults in a safe environment.</p>	
Jigsaw	Being me in my World	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
End of year goal	<p>Children can listen attentively in various contexts and demonstrate their understanding through relevant comments or questions. They engage in meaningful conversations about their interests, feelings, experiences, and ideas, using a broad vocabulary and extended sentences.</p>					
Physical Development P.E.	<p>Children develop physical skills such as climbing, skipping, hopping, and balancing. They use large muscle movements for activities like waving flags, painting, and making marks. They practice throwing with an overarm action, catching a ball using their whole body, and remembering movement sequences related to music and rhythm. They improve fine motor skills by using one-handed tools like scissors, holding pens and pencils with a comfortable grip, and eating independently with a knife and fork.</p>		<p>Children develop spatial awareness, navigating safely around others and equipment. They practice walking along a balance beam, cutting along lines, and using paintbrushes with skill. They can copy basic shapes like lines, circles, crosses, squares, and triangles, and begin writing some letters correctly, especially those in their name. They throw with an overarm action and catch a ball using their whole body with improved coordination and control. They are able to combine different movements with ease and fluency. They start to write letters fluidly using the RWI rhythms, showing an understanding of the proper letter formation techniques.</p>		<p>Children refine fundamental movement skills like rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. They strengthen core muscles for good posture when sitting and begin to combine movements with ease. They further develop skills for managing the school day, improve accuracy in cutting shapes with scissors, and writing letters, including those requiring retracing, while laying the foundation for a fast and efficient handwriting style. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	

	Settling In Intro to PE	Gymnastics Unit 2	Fundamental skills Unit 1	Ball skills Unit 1	Dance Unit 2	Games Unit 2 (Sports Day)
End of year goal	Children focus on achieving goals that are important to them and confidently explore new activities driven by their interests. They are increasingly able to maintain attention and ignore distractions. They understand the value of asking questions to learn more and persist through challenges. Children reflect on their learning by thinking aloud while working through difficulties. They follow boundaries and routines, recognising that these are in place to ensure safety and fairness. Children can dress themselves independently and manage their personal needs. They understand the importance of making healthy food and lifestyle choices. They know how kind actions or responses can improve someone’s feelings. Children can build constructive and respectful relationships, considering others' perspectives. They play cooperatively with a shared purpose, participate in team games, and begin to manage disappointment. They can recognise when a friend is upset or happy and look for ways to help others feel better. They enjoy positive relationships with key adults and know how to respond to new adults in a safe environment.					
Literacy	Children build shoulder strength through activities like monkey bars and swinging. They write recognisable letters, including those in their names, and progress from hearing initial and final sounds to blending CVC words. They join in Fred-talk and rhyming games, enjoy familiar nursery rhymes and songs, and read Set 1 sounds. They blend sounds into words orally, discuss their favorite stories, and use pictures to predict story elements. They answer simple questions, retell and sequence familiar stories with key vocabulary, and are introduced to non-fiction texts and poetry.		Children are developing coordination through bilateral activities and begin writing complex letter shapes and all the letters in their names. They gain confidence in writing words and short phrases, recognize letter groups representing sounds, and spell words by identifying and writing sounds. They read simple phrases and sentences with known letter-sound correspondences and some common exception words. Children blend sounds to read words and short stories, create their own stories, and anticipate key events. They can act out familiar and original stories, differentiate between fiction and non-fiction books, and understand that non-fiction provides factual information with real photos.		Children develop visual perception skills, such as writing in the correct place and recalling letters. They write captions and early sentences with clear word spacing. They use Fred Talk to read words in their heads and track text as they read. Children read decodable texts with confidence and fluency, decode unfamiliar words using phonics, and recognize some red words. They retell and create their own stories using engaging language and are aware of their audience. They discuss story settings, characters, and events, and use new vocabulary in their own storytelling. They identify non-fiction books, understand that they have content pages, and choose books to find specific facts without reading them in order.	
Phonics - RWI	Read single-letter Set 1 sounds	Read all Set 1 sounds; blend sounds into words orally	Blend sounds to read words; read short Ditty stories	Read Red Storybooks	Read Green Storybooks; read some Set 2 sounds	Read Green or Purple Storybooks
End of year goal	Children view reading as an enjoyable and exciting activity. They have favourite stories that they can retell and creatively engage with. They confidently read simple sentences with fluency and can decode unfamiliar words using their phonics knowledge. Children read decodable texts suited to their level, including some high-frequency “red words.” They have the postural control needed to sit upright while writing at a table. They recall letters needed for writing and use their phonics skills to spell out words. They write sentences that are legible to themselves and others in various contexts. Children see themselves as both readers and writers.					

<p>Maths</p>	<p>Children will develop key mathematical skills by exploring concepts such as matching, sorting, and comparing objects based on attributes like color, size, shape, mass, and capacity, using terms like "same," "different," "heavy," and "light." They will recognize and create patterns, subitize small quantities, and explore numbers up to 5, understanding how they are composed of smaller parts. Children will learn about shapes, their properties, and how they can be combined, while also using positional language to describe object placement. Additionally, they will compare day and night, and begin to measure time in simple ways, such as counting days until an event.</p>		<p>Children will deepen their understanding of numbers and shapes by recognizing and representing numbers from 0 to 10, including concepts like '1 more,' '1 less,' pairs, and doubles. They will develop skills in perceptual and conceptual subitising, compare mass and capacity using terms such as "heavy," "light," "tall," and "short," and use balance scales for hands-on measurement. Exploring shapes, children will identify and describe 2-D and 3-D shapes, understand their properties, and find patterns in their environment, including more complex patterns like ABC and AABB. They will also learn about equivalence, number bonds to 10, and basic concepts of even and odd numbers, all while applying their knowledge to solve problems and make comparisons.</p>		<p>Children will deepen their number skills by counting beyond 10, recognizing patterns up to 20, and understanding addition and subtraction. They will explore shapes by rotating, combining, and describing them using positional language, and identify shapes within shapes. They will practice sharing and grouping objects, learn to distinguish odd and even numbers, and develop pattern recognition and rule articulation. Additionally, children will build and visualize scenes, use positional language, and create and interpret maps to represent familiar routes and locations.</p>	
<p>White Rose Maths</p>	<p>Getting to know you (2 weeks - baseline)</p> <ul style="list-style-type: none"> Establish maths through routines (tens frame buses, 100 days in school, calendar activities) <p>Match, Sort & Compare (2 weeks)</p> <ul style="list-style-type: none"> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <p>Talk about measure and patterns (2 weeks)</p>	<p>It's Me 1, 2, 3 (2 weeks)</p> <ul style="list-style-type: none"> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more / 1 less Composition of 1, 2 and 3 <p>Circles and triangles (1 week)</p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <p>1, 2, 3, 4, 5 (2 weeks)</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 	<p>Alive in 5 (2 weeks)</p> <ul style="list-style-type: none"> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 <p>Mass and Capacity (1 week)</p> <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity Compare capacity <p>Growing 6, 7, 8 (2 weeks)</p> <ul style="list-style-type: none"> Find 6, 7 and 8 Represent 6, 7, and 8 1 more /less 	<p>Building 9 and 10 (3 weeks)</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd 	<p>To 20 and beyond (2 weeks)</p> <ul style="list-style-type: none"> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns <p>How many now? (1 week)</p> <ul style="list-style-type: none"> Add more How many did I add? Take away How many did I take away? 	<p>Sharing and grouping (2 weeks)</p> <ul style="list-style-type: none"> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles <p>Visualise, build and map (3 weeks)</p> <ul style="list-style-type: none"> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions

	<ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns 	<ul style="list-style-type: none"> • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 <p>Shapes with 4 sides (1 week)</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night 	<ul style="list-style-type: none"> • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising <p>Length, Height and Time (1 week)</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time 	<p>Explore 3D shapes (2 weeks)</p> <ul style="list-style-type: none"> • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment 	<p>Manipulate, compose and decompose (2 weeks)</p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes 	<ul style="list-style-type: none"> • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <p>Make connections (1 week)</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships
<p>End of Year Goal</p>	<p>Children have a secure understanding of numbers up to 10, including the ability to add and subtract within this range. They grasp that whole numbers can be composed of smaller numbers and can recall number bonds to 5 (and some to 10) with a concrete understanding. Children use and understand a 10-frame when working with numbers to visualise quantities, develop number sense, and recognise number patterns. They know that doubling means adding the same number again. Children can confidently count to 20 and beyond. They explain their thinking and reasoning when comparing numbers up to 10, using terms like "more," "less," "fewer," and "the same." They explore odd and even numbers, understand equal sharing, and know some doubling facts. Children use shapes confidently in their work, naming some 2D and 3D shapes and understanding their properties. They can reason why certain shapes are suitable for specific purposes. They identify, continue, and create patterns, increasing in complexity. Children use language to describe position and direction and have a developing sense of time, such as understanding durations like 1 minute, counting sleeps, and sequencing events in a day.</p>					
<p>Understanding the World Past & Present (History/ Geography)</p>	<p>Children can comment on familiar past events, such as last Christmas or their time in Nursery. They recognize that some events happened a long time ago, like Bonfire Night. They can describe their local area, including where they live and their school, and talk about their walk to school, noting what they see along the way. They begin to understand that different countries have varying weather, landscapes, and animals.</p>	<p>Children can explore how jobs and important figures have changed over time. They compare contrasting characters from stories, including historical figures.</p>	<p>Children can recognize upcoming events, like birthdays, and remember past special events. They develop their understanding of the past by connecting it to characters, objects, or events from stories. They describe their local area and can look at a map and identify local landmarks. They can discuss contrasting countries seen in videos, photos, and stories, as well as places they have visited.</p>			

Understanding the World The Natural World (Science)	Children can plant bulbs or pansies and understand how to care for them. They observe and discuss their environment, noting seasonal changes from summer to autumn, particularly in trees and weather. They create pictures representing the current season.		Children can talk about their observations and explain why changes occur, such as the shift from autumn to winter. They represent these changes visually and notice differences between their location and other countries. They observe and discuss changes in plants and how temperature affects various things, like how freezing or heating alters their state.		Children observe and describe changing weather patterns, particularly the feel of summer, and start to understand its effects on people, animals, and plants. They watch the transformation of caterpillars into butterflies and can discuss and draw the stages. They also grow seeds or beans, learning how to care for them to ensure growth.	
Understanding the World People Culture & Communities	Children can identify members of their immediate family and start to grasp the concept of extended family. They begin to appreciate that each family is unique. They also learn that certain places, like places of worship, hold special significance for different communities, as illustrated through pictures of various celebrations.		Children start to discuss various occupations, like plumbers and electricians, and identify commonalities between jobs, such as how they help people. They begin to recognize that people have different beliefs and celebrate special occasions in diverse ways.		Children begin to understand that people have diverse beliefs and celebrate special occasions in various ways.	
RE	Special People	Christmas	Celebrations	Easter	Story time	Special Places
Computing	Children understand that different programs can be used on the computer and know what to do if they encounter something upsetting online. They recognize Tapestry as a tool for sharing learning experiences between home and school. They are able to use touch technology with increasing control to engage in simple activities.		Children start to understand the importance of limiting screen time on computers, tablets, or game devices. They can use the Interactive Whiteboard (IWB) to engage with age-appropriate games like Busythings. They explore programmable toys, such as Beebots, by giving them instructions and observing how they move. They also learn that technology and devices should be used sensibly and carefully.		Children can talk about their activities on a computer and express if something they find online makes them feel bad, following the school's safer internet rules. They use a simple paint program with increasing mouse control and understand the purpose of and experiment with various hardware, such as cameras, computers, iPads, and voice recorders.	
End of year goal	Children will develop respect for the natural world around them. They can discuss changes in weather and seasons and talk about animals they see at school as well as those from other countries, including some facts about them. They understand how the world changes in various ways, such as seasonal changes, plant growth, and the life cycles of animals like chickens and butterflies. Children can make observations and create simple drawings of their environment and familiar animals, recognising the importance of caring for our surroundings. They describe materials using their senses and notice when changes occur. Children can complete simple programs on electronic devices, interact with age-appropriate computer software, and create content such as photos, video recordings and drawings on screen.					

<p>Expressive Art and Design</p>	<p>Children are beginning to understand that their artwork represents themselves and are developing a sense of ownership over their creations. They use tools with increasing skill, such as hammering nails into wood, and explore untuned percussion and body percussion. They start to build a repertoire of songs and dances and engage in imaginative play largely based on their own experiences, including acting out feelings. They retell familiar stories with or without props and start to understand that stories can change by adding characters or altering events.</p>	<p>Children are starting to create more realistic and detailed models, confidently using one-handed tools like a saw at the woodwork bench. They discuss the different parts of their creations and act out stories with multiple perspectives, showing playful manipulation of ideas and emotions. They begin to develop complex stories using small world equipment or props like animal sets and dolls. Additionally, they watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Children engage repeatedly in creative activities, thinking carefully about their creations and their appearance, such as making a car with four wheels. They can explain how they made their creations and the function of different parts. They choose colours and materials purposefully for their pictures and use various tools like scissors and tape effectively. In pretend play, they take on different roles and plan events with cause-and-effect sequences. Their small world play extends to retelling familiar stories or inventing new ones, using expanding ideas to make their stories coherent.</p>
<p>Expressive Arts (Music)</p>	<p>Singing 1 (beat, pitch)</p> <p>Songs with two notes - so/mi.</p> <p>Call and response and partner songs.</p> <p>Pulse actions.</p> <p>Musical elements: loud/quiet, high/low fast/slow.</p> <p>Introducing the terms pitch and beat.</p> <p>Responding to sung instructions.</p>	<p>Christmas Carols</p> <p>Singing with actions and pitch awareness.</p> <p>Singing from memory.</p> <p>Responding to visual directions.</p> <p>Performing in time with the music.</p>	<p>Singing 2 (types of voices, rests, instruments)</p> <p>Different kinds of voice production.</p> <p>Songs with three notes - so/mi/la.</p> <p>Discriminating between song and rhyme.</p> <p>Understanding rests.</p> <p>Inventing pulse actions.</p> <p>Singing in small groups and in pairs.</p> <p>Responding to musical signals without words.</p> <p>Accompanying songs on untuned percussion instruments in small groups (beat, rests).</p> <p>Singing independently.</p> <p>Starting and stopping at the right time.</p> <p>Inventing a word or sound in a rest.</p>

End of year goal

Children confidently engage in creating and making, deciding what they will make and choosing the materials they want to use. They shape materials with tools, join them together, and adapt their ideas if something doesn't work, choosing or changing their approach as needed. They can articulate how, why, and what about their creations, seeing themselves as artists with unique ideas. Children enjoy pretending and taking on various roles in their play, inspired by familiar stories. They express their imagination through creative thinking in a variety of activities, including songs and dancing.