



## Reception Curriculum Overview 2025/26

		Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Themes		New Beginnings Ourselves	Seasons Celebrations Special Places	Our School Our Local Area	Our World in Space Festivals	Animals Plants	Traditional tales Dinosaurs Moving On
Visits/Visitors			Visit to place of worship	Local Area Walk		Odds Farm	
Role Play Area		Kitchen	Hairdressers Santa's workshop	School Doctors	NASA Space Station	Pet Shop Flower shop	Dinosaur Dig Supermarket
Communication and Language	Listening, Attention & Understanding	Understand how to listen carefully and why listening is important.	Engage in story times through active listening.  Listen carefully to rhymes and songs, paying attention to how they sound.	Engage in non-fiction books.  Listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Listen with interest to others in one to one, small group and class discussions.	Listen to others' opinions and ideas to help work out problems and explain how things work and why they might happen.  Listen carefully to rhymes and songs, paying attention to how they sound.	Listen to stories to build familiarity and understanding. Engage in non-fiction books.  Listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Listen to others' opinions and ideas to help work out problems and explain how things work and why they might happen.	ELG 1: Listens attentively and responds with relevant questions, comments and actions in large and small groups.  ELG 2: Makes comments and asks questions to clarify understanding.  ELG 3: Holds conversation when engaged in back and forth exchanges with teacher and peers.

	<p style="text-align: center;">Speaking</p>	<p>Respond to what they hear with relevant comments and actions during small group discussions.</p> <p>Learn new vocabulary and begin to use it throughout the day.</p>	<p>To identify what a question is and its purpose.</p> <p>Make comments about what they have heard during small group and class discussions.</p> <p>Develop social phrases and learn new vocabulary. Begin to use these throughout the day.</p> <p>Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one to one discussions, offering their own ideas and asking questions to clarify their understanding.</p> <p>Use recently introduced vocabulary.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Use talk to explain how things work and why they might happen.</p> <p>Hold conversations when engaged in back and forth exchanges with their teacher and peers.</p> <p>Express their ideas and feelings about their experiences making use of conjunctions, with modelling and support from their teacher.</p> <p>Use new vocabulary in different contexts.</p>	<p>Talk about, learn and retell stories to build familiarity and understanding, with some exact repetition and some in their own words</p> <p>Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use tenses correctly in speech when retelling events, expressing ideas or feelings.</p> <p>Use new vocabulary in different contexts.</p>	<p>ELG 1: Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>ELG 2: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG 3: 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and Emotional Development</p>	<p style="text-align: center;">Self-Regulation</p>	<p>Begin to learn expectations for behaviour and boundaries.</p> <p>Begin to give focused attention to adults and peers, when not engaged in their own activity.</p> <p>Begin to follow one step instructions given by an adult.</p>	<p>Identify and express their feelings using descriptive language. Discuss the context for their feelings. Learn words for a variety of different feelings e.g. frustrated, annoyed, excited etc.</p> <p>Begin to understand the feelings of others.</p> <p>Consistently follow simple familiar instructions given by an adult.</p>	<p>Express feelings and opinions and be able to listen to the feelings and opinions of others.</p> <p>Use strategies to stay calm when frustrated.</p> <p>Consistently give focused attention to the teacher during one to one, small group and class activities.</p>	<p>To change behaviour to suit different environments.</p> <p>To reflect on their behaviour and the behaviour of others, discussing why they felt a particular way and strategies for managing their feelings and behaviour.</p> <p>Begin to follow instructions involving several ideas or actions. Give focused attention to adults, responding appropriately.</p>	<p>Consistently manage behaviour within the expectations and boundaries of the classroom.</p> <p>Use strategies to stay calm when frustrated.</p> <p>Consistently follow instructions involving several ideas or actions.</p>	<p>ELG 1: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>ELG 2: Set and work towards simple goals, be able to wait and control immediate impulses.</p> <p>ELG 3: Give focused attention to adults, responding appropriately, even when engaged in another activity, and show an ability to follow instructions involving several ideas or actions.</p>

	Managing Self	Express their needs, wants, likes and dislikes. Say when tired or hungry. Able to attend to own toileting needs. Stay clean and dry throughout the day.	Talk about their interests with familiar adults and children. Able to attend to own toileting needs and dress themselves. Understand the importance of hygiene e.g. washing hands after using the toilet, before eating etc. To be able to identify healthy and unhealthy food	Talk about their abilities. Show resilience and perseverance by being confident to try new activities. Begin to understand what is needed to be healthy i.e. rest, exercise, drinking water and eating healthy food. To understand the importance of being safe e.g. when crossing roads, using the internet, stranger danger.	Show resilience and perseverance when facing a challenge, by understanding that practise and determination will help overcome challenges. Understand that making mistakes and trial and error are an important part of learning.	Set goals, solve problems and overcome challenges with the support of adults and peers. Self-evaluate learning and consider where improvements could be made. To identify good choices to support health e.g. the importance of healthy food, water, rest, exercise and sensible screen time.	ELG 1: Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ELG 2: Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG 3: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	Begin to learn the names of other children and how to introduce themselves to others. Begin to develop confidence to communicate with adults.	Begin to develop friendship groups and play cooperatively with others, taking turns with adult support. Confidently express themselves to the adults in the classroom. Be able to ask for help.	Begin to express themselves to others, expressing their likes and dislikes. Begin to listen to others in play, sharing ideas and responding to what their friends say.	Confidently express themselves to others, sharing their likes and dislikes. Consistently listen to others in play, sharing ideas and responding to what their friends say.	To use their listening and speaking skills in order to resolve conflicts through compromise and without aggression. To show sensitivity towards others, including children who are not in their immediate friendship groups.	ELG 1: Work and play cooperatively and take turns with others. ELG 2: Form positive attachments to adults and friendships with peers. ELG 3: Show sensitivity to their own and others' needs.
Physical Development	Gross Motor Skills	Develop skills to manage the school day i.e. lining up, holding trays during meal times and managing hygiene. Use core muscles to develop good posture when sitting on the floor or at a table. Intro to PE 1-scheme	Develop and refine movement skills; rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop balance and core muscles using a variety of equipment e.g. balance bikes, pedal bikes, balancing beams, balance boards etc. Intro to PE- 2 -scheme Games 1-scheme	Revise and refine ball skills including throwing, catching, kicking, passing, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Gym 1-scheme indoors Ball skills 1- scheme	Use a range of equipment confidently, using a variety of movements; jumping off and on, climbing, travelling over and under, balancing. Combine different movements with ease and fluency, ensuring movements are controlled and balance is maintained. Dance 1-scheme indoors Games 2-scheme outdoors	Know and talk about factors that support their health and wellbeing. Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Gym 2-scheme indoors Ball skills 2-scheme outdoors	ELG 1: Negotiate space and obstacles safely, with considerations for themselves and others. ELG 2: Demonstrate strength, balance and coordination when playing. ELG 3: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Dance 2-scheme indoors Outside PE reinforcement of all skills covered this year

	Fine Motor Skills	<p>Develop hand and arm muscles using equipment e.g. playdough, bottle lids, tweezers etc.</p> <p>Begin to hold a pencil using pincer grip, making marks in a clockwise and anti-clockwise direction as well as vertical and horizontal lines.</p> <p>Begin to copy letters e.g. letters from their name.</p> <p>Make snips in paper, holding scissors correctly.</p>	<p>Able to write their own name.</p> <p>Develop ability to hold a pencil correctly, beginning to form letters with control.</p> <p>Use fine motor movements to dress and undress themselves, beginning to manage buttons and zips.</p> <p>Develop ability to thread small and large beads with accuracy.</p>	<p>Holds a pencil near the point for increasing control.</p> <p>Use scissors and other tools (e.g. cutlery) with increasing control.</p> <p>Draw freely with increasing control, making marks using a range of movements and directions.</p> <p>Consistently manage zips and buttons on their clothes.</p>	<p>Able to form letters that are clearly recognisable to others.</p> <p>Scissor skills and ability to use other tools (e.g. cutlery, paintbrushes etc.) become fluent.</p> <p>Children can draw with detail.</p>	<p>Letters formed using correct letter formation most of the time.</p> <p>Uses a range of tools safely and with fluency.</p>	<p>ELG 1: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>ELG 2: Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG 3: Begin to show accuracy and care when drawing.</p>
Literacy	Comprehension	<p>Show an interest in books by looking at the pictures, holding the book the correct way up and turning pages.</p> <p>Begin to engage in stories, rhyme and poems by joining in with repeated refrains during story time.</p>	<p>Enjoys talking about the pictures in books, beginning to explain what they can see.</p> <p>Begin to answer ‘who’ and ‘what’ questions.</p> <p>Beginning to understand story structure; beginning, middle and end.</p>	<p>Join in with discussions about stories, poems and rhymes they hear during story time, making comments on what they have read and asking questions to clarify their understanding.</p> <p>Begin to answer ‘how’ and ‘why’ questions.</p> <p>To use recently introduced vocabulary during discussions.</p>	<p>Begin to develop an understanding for non-fiction books, their purpose and features.</p> <p>Identify the difference between fiction and non-fiction.</p> <p>Make comments and answer a range of questions about the text they have read or heard, using recently learned vocabulary.</p>	<p>Re-tell stories with detail, demonstrating a deep understanding for what they have read or heard.</p> <p>Identify and explain key events and characters in stories. Relate what they read to their own experiences.</p> <p>Confidently answer ‘what’, ‘who’, ‘how’ and ‘why’ questions.</p> <p>Anticipate what might happen next in a story and explain their views.</p>	<p>ELG 1: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>ELG 2: Anticipate (where appropriate) key events in stories.</p> <p>ELG 3: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

<p>Word Reading</p>	<p>Identify the sounds of the letters in their name.</p> <p>Identify their name by sight reading.</p> <p>Begin to blend sounds in words during sound talking.</p>	<p>Confidently blend sounds in words during sound talking.</p> <p>Say a sound for each letter in the alphabet learned so far.</p> <p>Begin to read words consistent with their phonic knowledge by sound-blending.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read phase common exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Say the sound for most phase 2 &amp; 3 sounds.</p> <p>Read aloud simple sentences consistent with their phonic knowledge, including some phase 2 &amp; 3 common exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Begin to read familiar CVC words by sight.</p>	<p>Read words consistent with their phonic knowledge, some by sound- blending and others by sight.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including most phase 2 &amp; 3 common exception words.</p>	<p>ELG 1: Say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>ELG 2: Read words consistent with their phonic knowledge by sound blending.</p> <p>ELG 3: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Writing</p>	<p>Begin to form the letters in their name, demonstrating some pencil control.</p>	<p>To correctly form the letters in their name.</p> <p>To begin to form other letters from the alphabet, most of which are recognisable to others.</p> <p>Begin to use phonic knowledge to write VC and CVC words.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell VC and CVC words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Use phonics knowledge to write simple words that are phonically correct.</p> <p>Begin to write simple phrases and sentences that can be read by others.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter, finger spaces and full stop.</p>	<p>ELG 1: Write recognisable letters, most of which are correctly formed.</p> <p>ELG 2: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>ELG 3: Write simple phrases and sentences that can be read by others.</p>

Maths	<p>Number &amp; Numerical Patterns</p>	<p>Recite numbers to 10 in order</p> <p>Count objects, actions and sounds using 1:1 correspondence</p> <p>Recognise anything can be counted</p> <p>Recognise the last number when counting represents the total amount</p>	<p>Read and write numbers 1-10</p> <p>Count out a smaller number of objects from a larger group</p> <p>Match numerical values with quantity.</p> <p>Subitise quantities up to 5.</p> <p>Estimate amounts and count to check</p>	<p>Count objects to 10 reliably.</p> <p>Use language 'more than', 'less than', 'equal to', when comparing amounts to 10.</p> <p>Explore different ways to make 5.</p> <p>Explore addition to 5 and 10</p>	<p>Explore subtraction facts from 5.</p> <p>Count to 10 and beyond.</p> <p>Double numbers, recalling some doubling facts to double 5.</p> <p>Halving up to 10.</p> <p>Distribute items evenly into groups.</p>	<p>Explore the composition of each number up to 10.</p> <p>Automatically recall number bonds to 5 (including subtraction facts)</p> <p>Automatically recall some number bonds to 10.</p> <p>Recall doubling facts up to double 5.</p>	<p>ELG 1: Verbally count beyond 20.</p> <p>ELG 2: Understand the composition of each number up to 10.</p> <p>ELG 3: Subitise up to 5, recalling number bonds to 5 and some up to 10 (including double facts)</p> <p>ELG 4: Compare quantities to 10 in different contexts,</p> <p>ELG 5: Recognise when one quantity is greater, less than or the same.</p> <p>ELG 6: Identify odds and evens</p> <p>ELG 7: Know how to distribute quantities evenly.</p>
	<p>Shape, Space &amp; Measure</p>	<p>Name common 2D shapes.</p> <p>Understand positional language 'under', 'on top', 'behind', 'in front', 'next to'.</p> <p>Compare objects according to size.</p>	<p>Talk about the properties of 2D shapes using common language 'sides', 'corners', 'straight', 'flat'.</p> <p>Continue a repeated pattern.</p> <p>Describe a familiar route.</p> <p>Compare objects according to length.</p>	<p>Name common 3D shapes. Talk about the properties of 3D shapes using language 'faces', 'vertices', 'edges'.</p> <p>Compose and decompose shapes</p> <p>Recognise a shape can have other shapes within it.</p> <p>Create repeated patterns.</p>	<p>Use everyday language related to time.</p> <p>Identify features of a clock.</p>	<p>Identify English coins to £2</p> <p>Order coins according to amounts</p> <p>Compare objects according to weight</p>	<p>Understand which coins can be added to make an amount.</p> <p>Compare capacity of different containers.</p>

Understanding of the World	Past & Present	<p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>Understand the meaning of the words 'past', 'present' and future.</p> <p>Talk about and compare themselves to their past e.g. what they can do now compared to when they were younger.</p> <p>Create a simple chronology of events from when they were born to when they will grow old.</p>	<p>Explore how our local area was different in comparison to present.</p> <p>Understand the past through photos and settings, characters and events encountered in books read in class.</p>	<p>Explore how our immediate environment has changed over time.</p> <p>Explore how different communities have changed over time.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past when learning about life in England and other countries.</p>	<p>ELG 1: Talk about the lives of people around them and their role in society.</p> <p>ELG 2: Know some similarities between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>ELG 3: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	People, Culture & Communities	<p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore new vocabulary relating to different beliefs and celebrations.</p>	<p>Explore different ways of life through observation, discussion, stories and non-fiction texts.</p> <p>Use maps, photos, observation to describe their immediate environment.</p> <p>Use recently learned vocabulary (village, town, city etc) in context.</p>	<p>Explore different religions and understand that some places are special to members of their community (places of worship).</p> <p>Explore similarities and difference between different religious and cultural communities in England.</p> <p>Use a range of sources to find out information about different religions and cultures (observations, discussions, fiction and non-fiction stories etc).</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Use recently learned vocabulary in a variety of contexts.</p>	<p>ELG 1: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG 2: Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>ELG 3: Explain some similarities and differences between life</p>

							in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps.
	The Natural World	<p>Explore the natural world around them, making observations and drawing what they can see, hear, smell etc.</p> <p>Go on a sound walk to explore the different sounds in their environment.</p>	<p>Explore how seasons change over the year, explaining what happens in each season.</p> <p>Explore changing states of matter e.g. ice melting.</p>	<p>Describe immediate environments using observations, photos and drawing information from a simple map.</p>	<p>Revisit changes in seasons. Explore why seasons change</p> <p>Explore how the immediate environment changes in Spring and Summer compared to Autumn and Winter (e.g. Plants start to grow, flowers bloom, there is daylight for longer etc).</p> <p>Grow plants and explore how they change as they grow</p>	<p>Recognise some environments that are different to the one in which they live using fiction and non-fiction texts, photos, maps (where appropriate) etc.</p> <p>Compare similarities and differences between contrasting environments.</p>	<p>ELG 1: Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>ELG 2: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them.</p> <p>ELG 3: Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p>
Expressive Art and Design	Creating with Materials	<p>Observe features in the natural world and record observations through drawing and painting.</p>	<p>Observe features in the natural world and record observations through drawing and painting.</p> <p>Explore colour mixing to match colours and create colours for a purpose.</p>	<p>Develop ability to use a range of materials to represent ideas or observations.</p> <p>Explain creations to others, discussing steps involved to create a piece of art.</p> <p>Begin to role play with others, using props and creating narratives based on their experiences.</p>	<p>Build on previous learning of different materials, tools and techniques to refine ideas and develop their ability to represent them in a variety of ways.</p> <p>Identify their preference of mediums for representation e.g. through painting, drawing, collage, building, clay, playdough etc.</p>	<p>Develop storylines in their pretend play, using props and costumes.</p> <p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Evaluate own creations and creations of others. Make adaptations where necessary to make improvements.</p>	<p>ELG 1: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG 2: Share their creations, explaining the process they have used.</p> <p>ELG 3: Make use of props and materials when role playing characters in narratives and stories.</p>

	<p>Being Imaginative &amp; Expressive</p>	<p>Explore rhythm or words by clapping to syllables in words or in their names.</p> <p>Sing familiar nursery rhymes and learn simple poems, singing and speaking in time to the rhythm.</p> <p>Begin to engage in role play alongside their peers, using props and creating narratives based on their experiences.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Begin to role play with their peers, using props and creating narratives based on their experiences.</p>	<p>Listen attentively, noticing changes and patterns in music as it develops and changes.</p> <p>Change movements to suit the change of pulse in music e.g. could jump as music gets louder.</p> <p>Develop storylines in their pretend play, using props and costumes with their peers and adults.</p>	<p>Become familiar with music from around the world.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Keep a steady beat while singing, tapping their knees, dancing to music or using an instrument.</p> <p>Explore and engage in making their own music, either solo or in a group.</p>	<p>ELG 1: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>ELG 2: Sing a range of well-known nursery rhymes and songs.</p> <p>ELG 3: Perform songs, rhymes, poems with others and – when appropriate- try to move in time with music.</p>
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