

Reception Curriculum Overview 2026-2027

	Autumn	Spring	Summer
Topic titles	Marvellous Me!	'If you go down to the woods....'	Paws, Claws and Fluffy Tails
Key Texts	Animation - The Pink Panther Oliver's Vegetables Alison Bartlett and Vivian French Handa's Surprise - Eileen Browne Dear Zoo – Rod Campbell Supertato – Sue Hendry Little Glow – Katie Sahota The Christmas Story Aliens Love Underpants - Claire Freedman Stickman – Julia Donaldson	The Jolly Postman – The Ahlbergs Goldilocks and the 3 Bears - traditional tale Little Red Riding Hood – traditional tale The Gingerbread Man - traditional tale Hansel and Gretel – traditional tale My Gumpy's Outing - John Burningham We're Going on a Bear Hunt – Michael Rosen & Helen Oxenbury	Range of non-fiction based on Dinosaurs Are the Dinosaurs Dead, Dad? – Julie Middleton The Very Hungry Caterpillar - Eric Carle Superworm – Julia Donaldson The Little Red Hen - traditional tale Rosie's Walk – Pat Hutchins Tiddler – Julia Donaldson The Story of Little Mole - Werner Holzwarth
Communication and Language and Literacy	Listens to familiar stories, songs and rhymes. Follows simple one-step instructions. Joins in with repeated refrains. Uses sentences of 4-6 words. Talks about familiar experiences and answers simple questions. Retells simple events in sequence. Begins to explain ideas using because. Uses descriptive and topic vocabulary. Maintains short conversations with adults and peers. Learns vocabulary linked to routines, play and stories. Takes turns in conversation with support. Develops phonological awareness. Learning the letter sounds through the 'Song of Sounds' phonics scheme Recognises environmental sounds, rhyme and rhythm. Learns and uses new vocabulary from stories, songs and discussions. Recalls main events and characters from familiar stories. Begins Phase 2/3 phonics and blends simple CVC words. Explains the meaning of familiar words. Introduce 'Drawing Club'	Listens carefully and responds appropriately. Comments on what they have heard. Understands who, what, where and when questions. Asks questions. Understands time and sequence language. Uses ambitious curriculum vocabulary. Speaks in longer sentences. Describes experiences and engages in conversations. Explains ideas and observations. Retells stories with detail. Predicts and reasons. Broadens vocabulary through stories and discussion. Answers questions about texts and predicts what might happen next. Applies taught letters and sounds to read simple words and captions. Uses story language and topic vocabulary in play. Discusses characters, settings and events in detail. Reads simple sentences using taught phonics. Uses an increasing range of ambitious vocabulary.	Sustains attention during discussions. Clarifies understanding through questioning. Listen attentively and respond with relevant questions, comments and actions. Ask questions to clarify understanding. Hold conversations with adults and peers Speaks confidently in groups. Uses conjunctions such as and, because, but, so. Uses a wide range of taught vocabulary. Participate in discussions. Offer explanations using recently introduced vocabulary. Express ideas using full sentences and a range of tenses. Uses recently introduced vocabulary accurately and independently. Makes links between stories and experiences. Reads books consistent with phonics knowledge with increasing fluency. Applies recently taught vocabulary independently. Demonstrates understanding of read aloud texts and anticipates key events. Read aloud simple sentences and books consistent with their phonic knowledge, including common exception words. Uses a wide range of vocabulary from stories, non-fiction and learning experiences.

	Learning to get dressed and undressed within role play and for outdoor learning Developing an awareness of space – doodle dance Using apparatus safely Developing gross motor skills – i.e. using bikes/scooters. PE – focussing on Personal and Social skills within PE Personal hygiene and looking after ourselves. How do we look after our bodies? Fine motor skills – developing pencil/scissor control Use whole-hand grasp for mark making and manipulates small objects. Holds mark-making tools with increasing control and uses scissors with support Begins to manage coat, shoes and belongings with support.	Negotiating space with apparatus Games skills PE – focussing on cognitive and creative skills within PE Fine motor – pencil/scissor control – developing cursive handwriting Using different tools in malleable, cooking and Design Technology activities. Uses a comfortable grip when drawing and writing. Cuts along simple lines. Shows increasing precision when drawing, colouring and writing Dresses and undresses independently for outdoor learning and discusses healthy choices.	PE - sports day, races. Focus on Physical and Health & Fitness aspects of PE Handle equipment safely. Hold a pencil effectively using tripod grip. Use a range of small tools including scissors, paintbrushes and cutlery. Show accuracy Using different tools in malleable, cooking and Design Technology activities. Maintains balance during more complex movements and games. Manages own hygiene and personal needs independently and understands healthy habits.
Personal, Social and Emotional Development	Understanding the difference between right and wrong, rules and consequences. Explaining how we feel Asking for help when needed Begins to identify feelings and emotions. With support, follows class routines. Recognises a wider range of emotions and begins to talk about them Separates from carers confidently and follows simple expectations. Develops independence in routines such as dressing and tidying. Plays alongside and with others. Takes turns with support. Develops friendships and joins in group play.	Operating independently in the environment, trying new activities Understands that actions affect others. Begins to manage feelings appropriately. Shows increasing control when faced with challenges or disappointment. Works collaboratively with peers and shares ideas. Takes responsibility for own belongings and learning resources. Understands different viewpoints and begins resolving minor conflicts	Persists with activities and manages emotions with less adult support Show an understanding of their own feelings and those of others, and begin to regulate behaviour appropriately. Be confident to try new activities, explain reasons for rules, manage own basic hygiene and personal needs. Work and play cooperatively, take turns with others and form positive attachments to adults and children Change – how we felt when we started school/ how we feel about moving into Year 1 Setting goals and getting ready for Year 1
Maths	To count reliably with numbers from 1 to 5 Place them in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns. Explore concept of day and night	To count reliably with numbers from 1 to 10. Place them in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods	To count reliably with numbers from 1 to 20 Place them in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems involving doubling and sharing Use everyday language to talk about position and distance to compare quantities and objects and to solve problems.

Understanding of the World	Talks about own family and immediate experiences. Recognises special people in their lives and community. Begins to discuss events from the past and familiar celebrations. Learns about celebrations and traditions. – ie Chinese New Year, Diwali, Christmas Explores natural materials and familiarization with conservation area Explores using senses and simple questioning. Begins to explore seasonal changes. Uses classroom technology with support. Uses simple equipment independently.	Compares aspects of their lives with stories and experiences. Discusses similarities and differences between cultures and beliefs. Explore different religions through special places and beliefs Observes weather and changes in the environment. Asks questions and makes observations about the natural world. Understands that things change over time. Records observations through talk, drawing and play Selects digital tools to support learning and play. Explains how technology is used at home and school. .	Discusses similarities and differences between past and present experiences. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now. Describe their immediate environment and know some similarities and differences between different religious and cultural communities. Shows curiosity and respect for different ways of life. Investigates plants, animals and habitats Explains simple changes, life cycles and environmental features. Explore the natural world around them, make observations and understand some important processes and changes in the natural world. Explains findings and uses evidence from observations. Uses a range of technology purposefully and safely. Recognises how technology helps in everyday life and learning. Shows curiosity, observation skills and increasing scientific thinking.
Expressive Arts and Design	Explores colour, texture, shape and materials through play. Uses a range of media with increasing control. Experiments with marks, colours and basic shapes. Explores how resources can be used and combined. Begins to talk about what they have made. Creates recognisable representations. Engages in imaginative play based on first-hand experiences. Uses props and role play to develop narratives. Joins in with songs, rhymes and action games. Keeps a simple beat and explores instruments.	Combines materials to create simple models and artwork. Selects resources for a purpose and explains choices. Adds detail to drawings and paintings. Uses observational skills to represent experiences and objects. Plans simple creations before making them. Evaluates and adapts work during the creative process Invents stories and scenarios with others. Develops storylines in play with increasing complexity. Sings familiar songs from memory and changes dynamics. Performs songs and movement sequences with confidence. .	Refines creative work, adding detail and improvements. Safely use and explore a variety of materials, tools and techniques. Share creations, explaining the process used. Creates detailed artwork using a range of techniques. Create collaboratively and independently using a range of artistic techniques and media. Makes purposeful choices and reflects on outcomes. Share creations, explaining the process they have used and evaluating outcomes Sustains imaginative play and adapts ideas creatively. Invent, adapt and recount narratives and stories with peers and teachers. Creates music and movement in response to stimuli. Sing a range of songs, perform rhymes and move in time with music. .

Visits/visitors	Walk to the Church at Christmas		Visit to Washbrooks Farm
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Please note that these are suggested topics. We adapt and plan the Reception Curriculum to match the needs and interests of the children so this could be subject to change.