



Reception Curriculum Overview 2026-2027

	Autumn Term 1	Autumn term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	- Hook: Pea crime scene - Outcome: Make veg soup	- Hook: Going on a 'Frosty' walk - Outcome: Making stickman using sticks from the field	- Hook: Space corner - Outcome: Making space biscuits	- Hook: Giant footprints around the class - Outcome: Planting beanstalks	- Hook: Treasure chest hunt - Outcome: Dress up as a pirate	- Hook: Dinosaur egg to hatch - Outcome: Visit to Yaverland Beach
Topics (Adult led input) *Topics are subject to change due to children's interests and flexibility within the EYFS curriculum.	- Welcome - Superhero Me! 	Winter 	Space 	Fantastic fairy tales and fantasy world 	Pirates, islands and treasure 	- Dinosaur Invasion! - Year R to 1 transition 
Festivals and Cultural events R.E	Harvest 13th <u>Sept</u>	Bonfire Night 5th Nov	Chinese New Year 6th Feb	Mother's Day 7th March	Eid March 9th	Father's Day 20 th June

		- Remembrance Day 11th Nov - Diwali 8th Nov - Christmas	Shrove Tuesday 9th Feb	- Easter 28th March - Ramadan 7th Feb		
Parent Opportunities		Activity afternoon	Activity afternoon			
Key Texts (Red print: main text)	- Supertato - Even Superheroes Have Bad Days - The Very Hungry Caterpillar - The Tiger who came to Tea	- Owl Babies 30 True Facts about Owls - The Owl Who Was Afraid of the Dark - Night Monkey, Day Monkey - Stickman	- Whatever Next! - The darkest Days by Chris Hadfield - Molly's Moon Mission - My very First Space Book	- The Three Little Pigs - Jack and the Beanstalk - Goldilocks and the Three Bears - A Squash and a Squeeze - The Gingerbread Man	- The Night Pirates - The Rainbow Fish - Commotion in the Ocean - The Snail and the Whale - Tiddler	- My First Book of Dinosaurs - Usborne First Reading: Dinosaurs - Mad About Dinosaurs - Dinosaur Roar - Ten Dinosaurs
Visitors/Educational Visits	Sponsored walk	Christmas Performance			Pirate Dress Up day	Fossil Hunting at Yaverland Beach
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	- See themselves as a valuable individual - Build constructive and respectful relationships - Express their feelings and consider the feelings of others	- See themselves as a valuable individual - Build constructive and respectful relationships - Express their feelings and consider the	- See themselves as a valuable individual - Build constructive and respectful relationships - Express their feelings and consider the feelings of others	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple

	• Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others • Manage their own needs – personal hygiene	feelings of others • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about perspectives of others • Manage their own needs – personal hygiene	• Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about perspectives of others • Manage their own needs – personal hygiene • Know and talk about the different factors that support their overall health and wellbeing	simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Be confident to try new activities and show independence, resilience and perseverance	goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
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				in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers	• Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own	• Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own
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				• Show sensitivity to their own needs and to others	needs and to others	needs and to others
Physical Development Gross Motor Skills Fine Motor Skills	• Revise and refine the fundamental movement skills they have already required: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace • Develop the overall body strength, coordination, balance and agility needed to engage	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently • Suggested tools: pencils for drawing and writing, paint brushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	• Confidently and safely use a range of large and small apparatus indoors and outside, alone of in a group • Develop overall body-strength, balance, coordination and agility • Further develop and refine a range of ball skills including throwing, kicking, catching, passing, batting and aiming • Develop confidence, competence, precision and accuracy when engaging in	• Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically such as running, jumping, dancing, hopping, skipping and climbing • Hold a pencil effectively in preparation for fluent writing using	• Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically such as running, jumping, dancing, hopping, skipping and climbing • Hold a pencil effectively in preparation for fluent writing using a tripod grip	• Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically such as running, jumping, dancing, hopping, skipping and climbing • Hold a pencil effectively in preparation for fluent writing using a tripod grip

	successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming • Further develop the skills they need to manage the school day successfully: lining up, queuing, mealtimes	• Combine different movements with ease and fluency	activities that involve a ball • Develop the foundations of a handwriting style which is fast, accurate and efficient	a tripod grip in almost all cases • Use a range of small tools including scissors, paintbrushes and cutlery • Begin to show accuracy and care when drawing	in almost all cases • Use a range of small tools including scissors, paintbrushes and cutlery • Begin to show accuracy and care when drawing	in almost all cases • Use a range of small tools including scissors, paintbrushes and cutlery • Begin to show accuracy and care when drawing
Specific areas: Literacy Comprehension Word reading Writing	• Name recognition and name writing • Read individual letters by saying the sounds for them • Blend sounds into words • Begin to form lower-case correctly	• Name recognition and name writing • Read individual letters by saying the sounds for them • Blend sounds into words • Read some letter groups	• Name writing • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences using a capital letter and full stop • Re-read what they have	• Name Writing • Demonstrate understanding of what has been read to them by retelling the stories using their own words and new vocab • Say a sound for each letter	• Name Writing • Demonstrate understanding of what has been read to them by retelling the stories using their own words and new vocab • Say a sound for each letter and at least 10 digraphs	• Name Writing • Demonstrate understanding of what has been read to them by retelling the stories using their own words and new vocab • Say a sound for each letter and at least 10 digraphs

		that each represent one sound and says sounds for them • Read a few common exception words • Read simple phrases and sentences • Form lower-case and capitals correctly	written to check it makes sense	and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences, including some common exception words • Write letters, most of which are correctly formed • Write simple sentences that can be read by others	• Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences, including some common exception words • Write letters, most of which are correctly formed • Write simple sentences that can be read by others	• Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences, including some common exception words • Write letters, most of which are correctly formed • Write simple sentences that can be read by others
Specific areas: Maths Number Numerical Patterns	• Count objects, actions and sounds • Subitise • Link the number symbol (numeral) with its cardinal number value • Count beyond 10	• Count objects, actions and sounds • Count beyond 10 • Understand the 'one more than/one less than' relationship	• Count objects, actions and sounds • Count beyond 10 • Select, rotate and manipulate shapes to develop spatial reasoning skills	• Automatically recall number bonds for numbers 0-5 and some to 10 • Continue, copy and create repeating patterns	• Have a deep understanding of numbers to 10, including the composition of each number • Subitise (recognise quantities without	• Have a deep understanding of numbers to 10, including the composition of each number • Subitise (recognise quantities without

		between consecutive numbers • Explore the composition of numbers to 10	• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can	• Compare length, weight and capacity • Verbally count beyond 20, recognising the pattern of the counting system	counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts	counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as other quantity • Explore and represent patterns within numbers up to 10, including evens and odds,
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						double facts and how quantities can be distrusted equally.
Understanding the World Past and Present People, Culture and Communities The Natural World	•Talk about members of their family and community •Name and describe people who are familiar to them •Comment on images of familiar situations in the past •Compare and contrast characters from stories, including figures from the past	•Draw information from a simple map •Understand that some places are special to members of their community •Recognise that people have different beliefs and celebrate special times in different ways •Recognise some similarities and differences between life in this county and life in other countries	•Explore the natural world around them •Describe what they see, hear and feel whilst outside •Recognise some environments that are different to the one in which they live •Understand the effect of changing seasons on the natural world around them	•Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps •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 •Explain some similarities and differences between life in this county and	•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, drawing on their experiences and what has been read in class •Understand the past through settings, character and events encountered in books read in class and storytelling	•Explore the natural world around them, making observations and drawing pictures of animals and plants •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 •Understand some important processes and changes in the natural world around them, including seasons

				life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps		and changing states of matter
Expressive Arts and Design Creating with Materials Being imaginative and Expressive	- Explore, use and refine a variety of artistic effects to express their ideas and feelings - Return to and build on their previous learning refining ideas and developing their ability to represent them - Create collaboratively, sharing ideas, resources and skills - Listen attentively, move to and talk about music expressing their	- Explore, use and refine a variety of artistic effects to express their ideas and feelings - Return to and build on their previous learning refining ideas and developing their ability to represent them - Create collaboratively, sharing ideas, resources and skills	- Explore, use and refine a variety of artistic effects to express their ideas and feelings - Return to and build on their previous learning refining ideas and developing their ability to represent them - Create collaboratively, sharing ideas, resources and skills - Listen attentively, move to and talk about music expressing their	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories - Invent, adapt and recount	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories - Invent, adapt and recount

	feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups	• Listen attentively, move to and talk about music expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Explore and engage in music making and dance, performing	feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups	• Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music	narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music	narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music
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