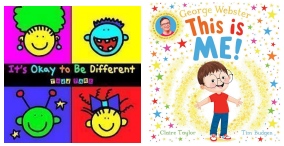
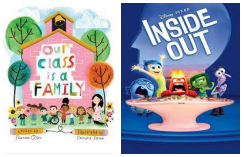
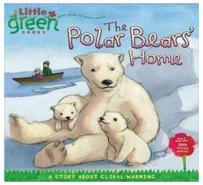
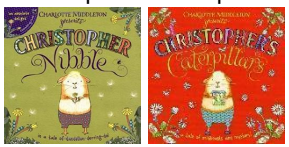
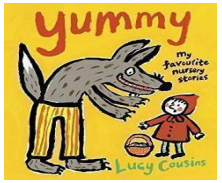
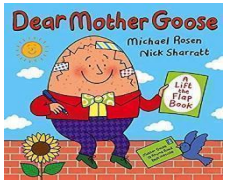
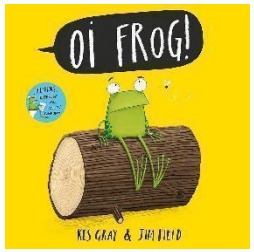
Reception Curriculum Overview 2026-27 (Long Term Plan)

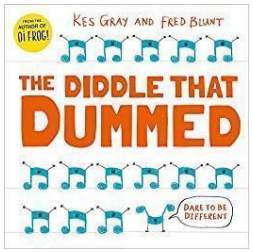
Autumn Term		Spring Term		Summer Term	
Global Theme: Identity and Diversity **Focus:** Our Community and World Cultures		**Global Theme:** Sustainable Development **Focus:** Endangered Animals		**Global Theme:** Peace and Conflict **Focus:** Overcoming Prejudice	
Autumn 1 *All About Me*	**Autumn 2** *Our Class Community & Celebrations*	**Spring 1** *Climate Change and Animal Habitats*	**Spring 2** *Minibeast Conservation*	**Summer 1** *Sharing with Others*	**Summer 2** *Problem Solving*
Core texts: It's Okay to be Different This is me 	**Core text:** Our Class is a Family / Inside Out (visual stimulus) 	**Core text:** The Polar Bear's Home 	**Core text:** Christopher Nibble / Christopher's Caterpillars 	**Core text:** Yummy 	**Core text:** Dear Mother Goose 
Curriculum Overview: Children will settle into new routines and begin forming relationships with peers and adults while recognising what makes them unique.	**Curriculum Overview:** Children will build a sense of self and community, learning to value themselves and others. Using the visual stimulus *Inside Out*, they will explore self-regulation and the Zones of Regulation.	**Curriculum Overview:** Children will learn about animals and their habitats and explore different options and possibilities for change in the future, e.g. environmental factors vs. human impact	**Curriculum Overview:** Children will learn about the important part that minibeasts have in their ecosystem. Children will learn about living things in their local environment and their role as preservationists.	**Curriculum Overview:** Through traditional tales, children will explore fairness and social justice, develop storytelling skills, and learn about caring and sharing. They will use this understanding to build strategies for resolving conflicts effectively.	**Curriculum Overview:** Children will build on their conflict resolution skills by responding to letters from Mother Goose, using them to inspire their own letter writing and problem solving. They will deepen their understanding of what it means to care for others and create their own solutions to conflicts.
Supporting Texts					
The Diddle that Dummed* Oi Frog* Super Duper You Starting School Topsy and Tim start school Owl Babies The Invisible String* Brian the Lion who Learned Leaf Man The Leaf Thief The Little Red Hen The Enormous Turnip Pumpkin Soup The Best Diwali Ever Mr Men and Little Miss Happy Diwali Room on the Broom Meg and Mog	Stickman* My Family your Family Love makes a Family Two Places to Call Home All About Families Kind Little Rabbit Foo Foo* Barbara Throws a Wobbler* Ruby's Worry Ravi's Roar Milo's Monster Remember Remember the 5th November Poppy Day Where the Poppies now Grow The Christmas Story Father Christmas Needs a Wee Shhh!	The Magical Yet Clean up Can we really help the Polar Bears? The Emperor's Egg* Flapjack and Waddle #Goldilocks Chicken Clickin The Great Race Chopsticks The Gruffalo* The Gruffalo's Child Worm loves worm Love makes a family	Mr Wolf's Pancakes Izzy Gizmo Bee The Very Hungry Caterpillar The Impatient Caterpillar Lifecycle of a Frog / Butterfly / Plant Growing Frogs My most exciting Eid Mother's and Other's Day My mum is the best We're going on an egg hunt The Easter story Egg Supertato series* Farmer Duck Farmyard Hullaballoo	Tilda tries again On the way home* The Three Little Wolves and the Big Bad Pig The Great Fairytale Disaster Goldilocks and the Three Little Crocodiles The Tiger who came to tea	Dear Dino The Dinosaur who came to Dinner Bumpus Jumpus DinosaurRumpus The Night Pirates The Worrysaurus* The Cautious Caterpillar The Invisible String*

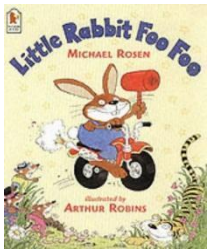
Diversity, Community & Global Project Outcome: Create a video for parents of children sharing why they believe they are special. Gallery – showcasing families, celebrating how families might look different.	**Diversity, Community & Global Project Outcome:** Children to create their family tree using photos that parents have sent in. Children will explain who is in their family.	**Diversity, Community & Global Project Outcome:** WWF fundraising – adopt a polar bear for each class. Children will come to school dressed as a polar bear for donation to WWF.	**Diversity, Community & Global Project Outcome:** Children to build a bug hotel in our forest school.	**Diversity, Community & Global Project Outcome:** Set up a buddy system between Reception and Nursery with an emphasis on sharing.	**Diversity, Community & Global Project Outcome:** Children will create a 'Guide to Reception' for the Nursery children which will include ideas on how to solve conflict.

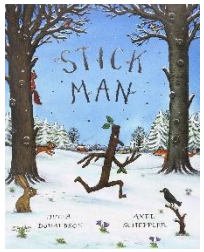
SPINE BOOKS

Our spine books have been chosen either because of the structure of the language e.g. rhyme, repeating refrains etc. or because of the message they give children. See our book spine rationale for full details.



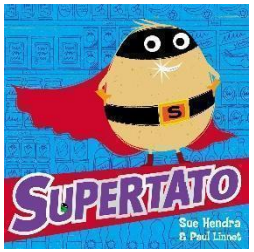


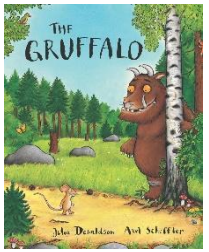


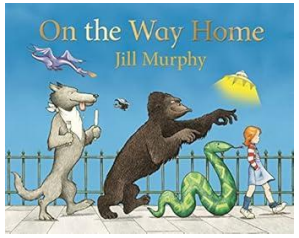


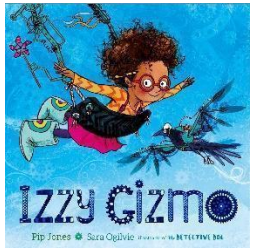


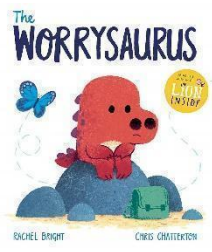


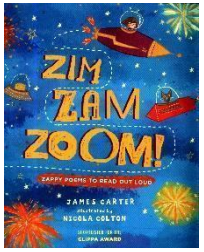


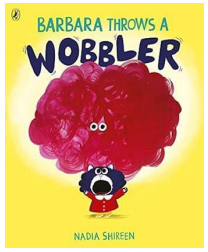












KEY EVENTS

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
• Black History Month • Harvest Festival • Diwali • STEM Week • Halloween	• Bonfire Night • Anti-bullying week • Remembrance Day • Children in Need • Christmas	• New Year • Chinese New Year • Safer Internat Day • Children's Mental Health Week • Valentine's Day	• Shrove Tuesday / Lent • World Book Day • Ramadan / Eid al Fitr • Mother's Day • Holi Festival • Earth Day • Easter • Made in the NE week	• St. George's Day • Mental Health Week	• World Oceans Day • Father's Day • Eid al adha • Reception end of year Assembly

VISITS / VISITORS					
• School environment • Adam Bushnell, Author • Captain Chemistry / Animal Lab visit • Parent Visit - Diwalu	• Parent visit - Diwali • Bigfoot Theatre - Panto visit • Santa Claus visit	• Parent visit – Chinese New Year (cooking)	• Mr Bell - pancakes • Community Library • North East Wildlife Trust - Minibeast workshop • Whitehouse Farm – Made in the North East Week • Farmer visit • Miss Azam – Ramadan and Eid	• Local environment - linked to maps	• Visit Nursery to share experience of Reception • Hancock Museum - Dinos • Transition visits to Year 1 • Picnic in forest school with parents • Visit to park

PRIME AREAS OF LEARNING					
		**COMMUNICATION AND LANGUAGE**			
AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
• Understand how to listen carefully and why listening is important. • Engage in story times, rhymes, and songs. • Maintain attention in whole class and smaller groups. • Follow 1 step instructions. • Understand 'why' questions. • Use sentences with 4-6 words. • Use talk to organise play. • Role play in familiar contexts.	• Listen in familiar & new situations. • Engage in story times. • Maintain attention in new situations. • Ask questions to find out more and to check they understand what has been said to them. • Follow instructions with 2 parts in a familiar situation. • Start a conversation with peers and familiar adults and continue for many turns. • Develop social phrases. • Introduce Zones of Regulation and how we can self-regulate.	• Listen attentively in a range of situations. • Maintain attention during appropriate activity. • Engage in non-fiction books. • Consider the listener and take turns. • Use talk to organise/stand for something else in play. • Begin to use past tense. • Begin to recount past events. • Begin to describe events in some detail.	• Understand why listening is important. • Maintain attention in different contexts. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Ask questions to find out more and check understanding. • Articulate ideas and thoughts in well-formed sentences. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Begin to connect one idea or action to another using a range of connectives.	• Listen and understand instructions while busy with another task. • Maintain activity while listening. • Understand how, why and where questions. • Describe events in some detail. • Express ideas about feelings and experiences. • Articulate their ideas and thoughts in well-formed sentences. • Use language to reason.	• Listen and respond with relevant questions, comments, or actions. • Attend to others in play. • Make comments and clarify thinking with questions. • Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Speak in well-formed sentences with some detail. • Use new vocabulary in different contexts. • Use past, present, and future tenses in conversation with peers and adults. • Use conjunctions to extend and articulate ideas.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

• Begin to understand and Increasingly follow rules. • Begin to know own likes and dislikes. • Independently organise belongings in the morning. • Manage personal hygiene. • Build constructive and respectful relationships.	• Beginning to name their feelings and emotions using language of Zones of Regulation. • Begin to express their feelings and to consider the perspectives of others. • Begin to take turns and share resources. • Independently choose where they would like to play. • Continue to build constructive and respectful relationships. • Recognise similarities and differences in families • Discuss makeup of own family. • Know and talk about the different factors that support their overall health and wellbeing: - healthy eating - toothbrushing - having a good sleep routine.	• Show pride in achievements. • Understand behavioural expectations of the setting. • Can explain right from wrong and try to behave accordingly. • Manage their own needs. • Can identify kindness. • Seek others to share activities & experiences.	• Can make choices and communicate what they need. • Begin to show persistence when faced with challenges. • Can keep play going by co-operating, listening, speaking, and explaining. • Can reflect on the work of others and self-evaluate their own work.	• Beginning to know that children think and respond in different ways to them. • Can talk about their own abilities positively. • Confident to try new activities. • Show resilience and perseverance.	• Able to identify and moderate own feelings. • See themselves as a unique and valued individual. • Can seek out a challenge and enjoy the process. • Show sensitivity to others' needs and feelings.

PHYSICAL DEVELOPMENT

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
• Develop the skills needed to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. • Demonstrate spatial awareness. • Control fundamental movement skills (e.g. stopping and starting on command, walking and running safely) • Begin to hold a pencil comfortably and use effectively. • Use a range of small tools, including scissors, paintbrushes and cutlery • Begin to identify the impact of physical activity on our		• Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. • Copy and perform basic movements • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		• Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop confidence and resilience • Describe the differences in the way their body works and feels when playing different games • Compete fairly showing good sportsmanship • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form letters correctly.	

bodies • Revise and refine the fundamental movement skills already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.		• Form letters that can be read and recognised by others. • Show accuracy and care when drawing and copying. • Use scissors with more precision – cut along straight lines and begin to cut curved lines. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.		• Use an effective, tripod pencil grip. • Cut out a range of shapes. • Draw pictures that are recognisable and colour within lines.	
PE focus – Multi skills • Spatial awareness • Balance • Different ways of moving	**PE focus – Gymnastics** • Balance • Core movement strength • Jumping and landing • Awareness of space	**PE focus – Games** • Ball skills – throwing, catching, kicking • Using different sized balls Following rules	**PE focus – Dance** • Move energetically • Copy movements • Respond to music • Negotiate space • Perform basic routine	**PE focus – Team Games** • Teamwork • Ball skills – throwing, catching, kicking • Football, cricket, rugby • Using different sized balls • Following rules	**PE focus – Athletics** • Teamwork • Taking turns • Running • Speed and agility

SPECIFIC AREAS OF LEARNING

Literacy

Word Reading

We follow the Little Wandle Letters and Sounds SSP for phonics.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
This half term the children will learn the following in their phonics sessions: **Foundations for Phonics and Phase 2** • To orally blend and segment CVC words, e.g. "b-a-t", "bat". • To identify words that rhyme and begin to predict rhyming words. • The Grapheme Phoneme Correspondences (GPCs) s a t p i n m d g o c k ck e u r h b f l (phase 2). • To hear and identify the	This half term the children will learn the following in their phonics sessions: **Phase 2** • The GPCs ff ll ss j v w x y z zz qu ch sh th ng nk (phase 2) • To read words with –s /s/ added at the end (hats sits) • To read words ending –s /z/ (his) and with –s /z/ added at the end (bags) • To begin to read the tricky words as and has his her go no to into	This half term the children will learn the following in their phonics sessions: **Phase 3** • The GPCs ai ee igh oa oo oo ar or ur ow oi ear air er (phase 3) • To read longer words using the 'chunk it up' method • To read words with double letters • To begin to read the tricky words was you they my by all are sure pure on sight	This half term the children will learn the following in their phonics sessions: **Phase 3** • Review all Phase 3 learning • To read longer words including those with double letters • To read words with –s /z/ in the middle • To read words with –es /z/ at the end • To read words with –s /s/ and /z/ at the end • To review all Phase 2	This term the children will not learn any new GPCs and will review and consolidate their learning of Phase 2 and whilst being taught the following in Phase 4. **Phase 4** • Short vowels with adjacent consonants • To read CVCC CCVC CCVCC CCCVC and CCCVCC words • To begin to read longer words and compound words • To read words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est. • Phase 3 long vowel graphemes with adjacent consonants • To begin to read tricky words said so have like some come love do were here little says there when what one out today on sight.	

initial sound in a word. ● To hear the final sound in a CVC word. ● Hear the middle sound in a CVC word (medial sound). ● Using GPCs taught begin to independently blend to read simple CVC words. ● To begin to read tricky words I, go, is on sight.	she he of we me be on sight. ● Using GPCs taught independently blend to read CVC words.		and 3 Tricky words to ensure that they can be read on sight.	

Comprehension

As well as our sacrosanct whole class daily story time and sharing of spine books and class books, from Autumn 2 the children will participate in reading practice sessions 3 X weekly in small groups. The sessions each have a separate focus as follows

Session 1 – Decoding
Session 2 – Prosody
Session 3 - Comprehension

(In their reading practice sessions the children will answer questions about their book and begin to explain their reasoning)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Children will: ● Listen and enjoy sharing a range of books. ● Hold a book correctly, handle with care. ● Know that a book has a title, beginning and an end and can hold the book the right way up and turn some pages appropriately. ● Know that text in English is read top to bottom and left to right. ● Know the difference between text and illustrations. ● Enjoy joining in with rhyme, songs and poems. ● Explain in simple terms what is happening in a picture in a familiar story. ● Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. ● Sequence a story/recount using visual prompts. ● Talk about key features of favourite stories including the character and setting ● Answer simple questions about a story which has just been read. ● Retell familiar stories.		Children will: ● Know that the role of the author is to write the words in the book and the illustrator creates the images. ● Apply new vocabulary from books to first hand situations. ● Play is influenced by familiar stories. ● Know the difference between fiction and non-fiction books. ● Recall and apply information from non-fiction books to real life situations. ● Make links between familiar stories. ● Answer questions about a story including characters or/and events. ● Read and talk about what they have just read. ● Make a prediction about what happens next and begin to justify thinking. ● Give a simple opinion of a familiar story when prompted. ● Retell stories in the correct sequence, draw on language patterns of stories. ● With prompting, show understanding of many common words and phrases in a story that is read aloud to them.		Children will: ● Follow a story without pictures or prompts. ● Know that books include different elements such as a cover, contents page, blurb, etc. ● Share ideas and feelings about a story from their own point of view. ● Share ideas and feelings about a story from the point of view of a character. ● Answers why and how questions about a book. ● Know the difference between different types of texts (fiction, nonfiction, poetry) ● Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. ● Innovate a familiar story. ● Recall the main points in text in the correct sequence, using own words and include new vocabulary. ● When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. ● With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.	

Writing

Children will: ● Hear and say the initial sound in words. ● Orally segment simple words. ● Write own name using a capital letter. ● Link all single letter graphemes to their phoneme. ● Write initial sounds in words. ● Write final sounds in words ● Write CVC words using GPCs taught to date. ● Begin to write short simple captions with support.	**Children will:** ● Spell words by identifying the sounds and then writing graphemes that correspond. ● Apply digraphs taught to date in their writing. ● Write short phonetically plausible captions and sentences. ● Begin to use capital letters and full stops when writing captions and sentences.	**Children will:** ● Use GPCs taught to date in writing including digraphs and trigraphs. ● Spell words by identifying sounds in them and representing the sounds with a letter or letters. ● Independently write simple phrases and sentences that can be read by themselves and others. ● Spell Phase 2 and 3 tricky words correctly in their writing.

Mathematics

We follow the White Rose Maths Reception Scheme of Learning

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
This half term during our daily maths meetings and within continuous provision / directed activities the children will practise:					
• Counting objects, actions, and sounds. • Subitising • Matching. Sorting & Comparing • Comparing amounts • Comparing size, mass & capacity • Exploring pattern - making simple patterns.	• Exploring the composition of numbers to 10 • Subitising • Automatic recall number bonds 0-10 • Representing, comparing and composition of 1,2,3 • Circles and triangles • Positional language • Representing, comparing and composition of 4 and 5 • Comparing 4,5 • One more and less • Shapes with 4 sides. • Time	• Exploring the composition of numbers to 10 • Subitising • Automatic recall number bonds 0-10 • Introducing zero • Comparing and composition of numbers to 5 • Comparing Mass • Comparing Capacity • Number 6, 7, 8 • Making pairs, pairs wise, doubles • Combining 2 groups • Length, height. • Time	• Exploring the composition of numbers to 10 • Subitising • Automatic recall number bonds 0-10 • Numbers 7, 8, 9 • Making pairs. • Combining groups • Number bonds • 3D shapes. • Pattern.	• Exploring the composition of numbers beyond 10. • Subitising • Automatic recall number bonds 0-10 • Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering. • Composition of numbers to 10 and beyond. • Counting patterns to 10 and beyond. • Spatial reasoning. • 3D shape • Matching, rotating, and manipulating shape • Pattern – AABB, BBA	• Exploring the composition of numbers beyond 10. • Subitising • Automatic recall number bonds 0-10 • Adding more • Taking away • Shape – spatial reasoning • Doubling • Sharing and grouping • Even and odd • Patterns and relationships

Ongoing throughout the year:

- Link the number symbol with its cardinal number value.
- Count beyond ten.
- Compare numbers
- Understand the 'one more/one less than' relationship between consecutive numbers.
- Compare length, weight, and capacity.
- Select, rotate, and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy, and create repeating patterns.

Understanding the World

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Past and Present					
• Talk about members of their immediate family and the relationship to them. • Name and describe people who are familiar to them.	• Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. • Find out about key historical events and why and how we celebrate today -Remembrance Day, Christmas Day, Guy Fawkes • Ask questions, use different sources to find answers including books. • Comment on images of familiar situations in the past.	• Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week). • Find out about key historical events and why and how we celebrate today –St Valentine.	• Find out about key historical events and why and how we celebrate today –Easter • Made in the North East week – farming and its importance to the local area. Changes to farming over time.	• Talk about key roles people have in society both in the present and past. The Royal Family / Prime Minister etc. • Sequence images to create timeline of their lives so far.	• Order experiences in relation to themselves and others, including stories. • Comment on images of familiar situations in the past. • Describe features of objects, people, and places at different times and make comparisons. Talk about what is the same and different. (Pirates / Dinosaurs) • Look at their year in Reception through use of 'black book'
People, Culture and Communities					
• Talk about and describe features of their own family, talk about families in other countries across the world. • Talk about the features of their immediate environment with visual representations e.g., classroom maps,	• Recognise that people have different beliefs and celebrate special times in different ways (Diwali, Christmas). • Recognise some similarities and differences between life in this country and life in other countries. • Explore, observe and find out about places and objects that matter in different cultures and beliefs.	• Look closely at and make comparisons between this country and the lives of people in other countries within the world (The Arctic, Antarctica, Chinese New Year). • Recognise that people have different beliefs and celebrate special times in different ways (Easter) • Recognise some environments that are different to the one in which they live e.g., Antarctica.		• Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations (Eid / Ramadan). • Create own maps using grid paper and symbols (x marks the spot treasure maps) • Recognise, know, and describe features of different places.	
The Natural World					
Children will explore the natural world around them by taking part in weekly visits to forest school. They will comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. They will also describe what they see, hear, and feel outside.					

• Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., forest school and village.	• Animals and know how to care for an animal/pets • Lifecycles of animals / minibeasts • Importance of minibeasts – sustainable development • Effects of climate change • Caring for our Environment- Endangered Animals	• Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.



Expressive Arts and Design



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Creating with Materials

Children will: • Experiment with different materials • Mix colours and describe how they change. • Interpret an object through drawing • Express their feelings through drawing e.g. happy or sad • Make choices when experimenting with a range of painting equipment • Use objects to build with a design in mind • Cut and tear paper and card for their collages • Begin to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Make models of their own choosing. • Explore making, with different equipment including new ways of joining (e.g. split pins, staples, tags, string)	• Draw controlled lines and use the skill to make different shapes. • Paint controlled lines and use the skill to make different shapes. • Use different tools through printing to create marks • Use their senses to make observations about the different types of textiles • Experiment using different tools in an application • Explain the process that they have used. • Talk about what they want to make • Think of some ideas of their own. • Explain what they are making. • Use tools safely. • Share their creations, explaining the process they have used,	• Manipulate fabric to achieve desired effect? (e.g. weaving, costume making, paper making) • Weave a pattern • Build layers of materials to create an image with support • Say what they liked about their artwork or what they did well • Describe what they can see and like in the work of another artist/craft maker/designer. • features of objects • Plan how best to approach a task • Select appropriate resources and tools • Explain which tools they are using and why • Use tools to manipulate materials • Identify success and next steps • Change their strategy as needed • Use tools effectively and safely

Being Imaginative and Expressive

• Perform familiar songs and chants / innovate to create own songs. • Perform songs and rhymes with others • Learn songs to perform by heart • Children clap short rhythmic patterns. • Experiment with creating sounds with different instruments • Develop storylines for pretend play.	• Move in time with the music • Make a range of sounds with their voice • Make a range of sounds with instruments • Sing in a group or on their own, increasingly matching the pitch and melody. • Perform to peers.	• Sing a range of well-known nursery rhymes and songs; • Begin to sequence sounds to create a rhythm or beat • Say if they like or dislike a piece of music • Begin to describe the sounds? (e.g. loud, soft, high, low, fast, slow). • Begin to express how music makes them feel. • Develop own narrative and perform to peers using props and puppets.