

# Reception Curriculum Overview

2025-2026

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic / Themes</b>	<b>Yes I can!</b>	<b>A World of Colour</b>	<b>Adventure above and under the clouds</b>	<b>Once upon a time</b>	<b>Springtime</b>	<b>Our Wonderful World</b>
<b>Vocabulary</b>	Me Special Family friend senses teeth feelings like, don't like rules routines	Festival Celebration Autumn Leaves Fireworks Bonfire Hibernate Seasons Christmas	Adventure Explore World Earth Space Recycle Survival	Beginning Middle End Character Setting Problem Resolution	Spring Grow Plant Stem Bud Life Cycle Soil Water Sun Leaves Flower Die	Country Africa England Animal names Weather Temperature Hot/cold
<b>Key Question</b> <b>I wonder...</b>	What can you do?	What do you celebrate? What can you see?	Where would you go on an adventure?	Can you tell me a story?	What happens in spring?	Is everywhere the same as Blackburn, where you live? How is it different?
<b>Possible ideas/ lines of enquires</b>	People who help us, oral hygiene, our family, all about me, senses, what can I do? What am I good at?	Autumn, Diwali, bonfire night, Christmas, different religions and cultures, food, outdoor learning. Planting ready for spring. Animals hibernating.	Map making and reading Follow different routes Using our senses Looking at nocturnal animals Habitats Exploring feelings Collaborate art Reading cave Nature walk Make our own survival kit Recycling	Traditional tales Storytelling Stage for role play of stories Dressing up as characters Compare past/present through stories- clothes/housing/ Setting/ speech	Baby animals Change in weather Plants/growing Seasons Nature walk Minibeasts	Compare countries – animals, schools, clothes, housing Map reading, map making

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<b>WOW Moments</b>	Party for Ginger Baking Pyjama day with bedtime routine Life bus Police visitor	Autumn walk Church visit Father Christmas Halloween party Pumpkin picking	Library visit- storytelling	Eid party Baking - pancakes	Chicks/Tadpoles Easter baking – chocolate nests Farm trip	Caterpillars Exotic fruit tasting Yes Week
<b>Talk for writing text - Fiction</b>	<b>Openings and Endings Toolkit:</b> Goldilocks and the Three Bears <b>Text Type:</b> Traditional Tale	<b>Openings and Endings Toolkit:</b> Little Red Hen <b>Text Type:</b> Finding Tale	<b>Settings Toolkit:</b> We're Going on a Bear Hunt <b>Text Type:</b> Cumulative Tale	<b>Description Toolkit:</b> The Enormous Turnip <b>Text Type:</b> Cumulative Tale	<b>Character Toolkit:</b> The Three Little Pigs <b>Text Type:</b> Beat the Monster	<b>Description Toolkit:</b> The Very Hungry Caterpillar <b>Text Type:</b> Cumulative Tale
<b>Talk For Writing Text – Non Fiction</b>	<b>Information Toolkit:</b> Labels – family and people who help us <b>Text Type:</b> Information	<b>Instructions Toolkit:</b> How to make [xxx] <b>Text Type:</b> Instructions	<b>Information Toolkit:</b> What can you see at the [xxx] <b>Text Type:</b> Information	<b>Information Toolkit:</b> Wolves <b>Text Type:</b> Information	<b>Information Toolkit:</b> Wolves <b>Text Type:</b> Information	<b>Recount Toolkit:</b> My Weekend <b>Text Type:</b> Recount <b>Information Toolkit:</b> The Life Cycle of a [xxx] <b>Text Type:</b> Information
<b>T4W Hook</b>	Obstacle course	Letter asking for help to make bread	Bear footprints down the corridor	Crime scene	Pulling up root vegetables	Caterpillars arrive in class
<b>T4W vocabulary</b>						
<b>Fiction</b>	hen, across, yard, around, pond, over, haystack, past, mill, through, fence, under, beehives,	hen, farm, corn, wheat, cut, bread, bake, plant, noisy, lazy, sleepy	bear, scared, over, under, through, river, cave, forest, stairs, snow storm	pig, wolf, sticks, bricks, straw, house, blew, chimney, pot	turnip, planted, budge, field, enormous, grew, pull, cottage, seeds	caterpillar, cocoon, butterfly, hatch, egg, nibbled
<b>Non Fiction</b>	me, dad, mum, auntie, cousin, grandma, grandad	flour, yeast, water, dough, knead, rise, oven, mix, pour	farm, field, woods, hills, forest, lake, river	wolf, teeth, fur, paws, cubs, den, claws	first, next, then, after that, finally, I	first, next, then, after that, finally

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	sad, happy, scared, angry					
<b>Pie Corbett Reading Spine Books for Reception (Treasure Basket Books)</b>	<p>Owl Babies                  The Gruffalo                  Handa Surprise                  Rosies's Walk                  Six Dinner Sid                  Mrs Armitage                  On the Way Home                  Farmer Duck                  Goodnight Moon                  Mr Grumpy's Outing                  Whatever Next                  Shhh!</p>					
<b>Non-Fiction</b>	The Great Big Book of Families	Why do leaves fall from trees? Tree: seasons come, seasons go	Cub to bear	All about wolves	Spring Growing from seed Egg to chick Tadpole to frog	All about elephants
<b>Rich and Diverse texts</b>	My mega, magic hair swap Ruby's worry	The best Diwali ever	Captain sparkle beard A superhero like you	Princess and the Pea Rapunzel	Mama panyas pancakes	Greedy zebra Handa's Surprise
<b>Poetry Basket</b>	<p>Chop, chop                  Pointy hat                  Five little pumpkins                  Wise old owl                  Falling apples                  A basket of apples                  Leaves are falling                  Breezy weather                  Who has seen the wind                  Cup of tea                  Mice                  Shoes</p>		<p>Popcorn                  A little house                  Pancakes                  Let's put on our mittens                  I can build a snowman                  Carrot nose                  Spring wind                  Furry, furry squirrel                  Hungry birdies                  A little seed                  Stepping stones                  Mrs Bluebird</p>		<p>I have a little frog                  Dance                  Pitter patter                  Sliced bread                  A little shell                  Five little peas                  The fox                  Monkey babies                  Thunderstorm                  Five little owls                  If I were so very small                  Under a stone</p>	
<b>Phonics</b>	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4

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<b>Maths NCETM</b>	<b>NCETM Mastering Number: Weeks 1-5</b>	<b>NCETM Mastering Number: Week 6-10</b>	<b>NCETM Mastering Number: Weeks 11-15</b>	<b>NCETM Mastering Number: Week 16-20</b>	<b>NCETM Mastering Number: Weeks 21-25</b>	<b>NCETM Mastering Number: Weeks 26-31</b>
<b>White Rose</b>	Match, sort and compare  Talk about measure and pattern	It's Me...123  Circles and triangles  1,2,3,4,5  Shapes with 4 sides	Alive in 5  Mass and Capacity  Growing 6, 7, 8	Length, height and time  Building 9 and 10  Explore 3D shapes	To 20 and beyond  How many now?  Manipulate, compose and decompose	Sharing and grouping  Visualise, build and map  Make connections
<b>PSED</b>	All about me What makes me special? Me and my special people Who can help me? My feelings	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	What's safe to go into my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Seasons Life changes - plants, animals, humans Life changes - who will I be? Getting bigger Me and my body
<b>Communication and Language</b>	N: Enjoy listening to longer stories and can remember much of what happens.	Understand how to listen carefully and why listening is important  Connect one idea or action to another	Articulate their ideas and thoughts in well-formed sentences.  Describe events in some detail.	Ask questions to find out more and to check they understand what has been said to them	Listen carefully to rhymes and songs, paying attention to how they sound  Learn rhymes, poems and songs	Use new vocabulary in different contexts  Listen to and talk about selected non-fiction to develop a deep familiarity with new

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	<p>N: Use a wider range of vocabulary.</p> <p>N: Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>N: Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>N: Sing a large repertoire of songs.</p> <p>N: Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>N: Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’</p>	<p>using a range of connectives</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding</p>		<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Engage in non-fiction books</p> <p>ELG: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>knowledge and vocabulary</p> <p>ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>ELG: Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>ELG: 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>
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	<p>for 'swam'.</p> <p>N: Use longer sentences of four to six words.</p> <p>N: Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>N: Start a conversation with an adult or a friend and continue it for many turns.</p>					
<b>Physical Development</b> <b>Gross Motor</b>  <b>FMS</b>	<b>Introduction to PE</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Fundamentals</b>	<b>Ball skills</b>	<b>Games</b>
	<p>Fundamental movement skills they have already acquired: - rolling, - crawling, - walking, - jumping, - running, - hopping, - skipping, - climbing Develop the overall body strength, co-ordination,</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>	<p>Combine different movements with ease and fluency Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Develop overall body-strength, balance, co-ordination and agility</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and</p>

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	balance and agility needed to engage successfully with future physical education sessions and other physical disciplines					other physical disciplines
<b>Physical Development Fine Motor</b>	Fine motor Dough disco Scissor skills	Fine motor Dough disco Scissor skills	Handwriting - Little Wandle	Handwriting - Little Wandle	Handwriting - Little Wandle	Handwriting - Little Wandle
<b>Understanding of the World</b>	Road safety Observe and talk about what they can see Talk about themselves and family Show interest in different occupations Know what makes them unique	Use senses to explore what they can see, hear and feel Understand the effects of seasons Learn about new religions and cultures	Explore the natural world Understand how forces effect materials-gravity, magnets, thrust Changing states of matter-liquids, solids, gases Draw information from a simple map	Describing different settings/ places.  Use purple mash to create a story.  Compare and contrast characters from stories, including figures from the past  Celebrate EID Special times and events- Easter	Observe and care for an animal.  Observational drawings  Observe growth  PZAZ- Seasonal changes	Compare their local environment with different places and countries. – Look at and sort human/ Physical features in the countries Look at how life is different in different countries. – Maybe school life?  Use IT to find facts about different countries, cultures and habitats.  Draw information from a simple map  Floating and sinking
	<b>Colour and Ourselves</b>	<b>Celebrations and Fairy Tales</b>	<b>A unit around floating and sinking / freezing and melting</b>	<b>A unit around plants  Science Week</b>	<b>People who help us</b>	<b>Animals</b>



