

Reception Curriculum Overview

2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic / Themes	Yes I can!	A World of Colour	Adventure above and under the clouds	Once upon a time	Springtime	Our Wonderful World
Vocabulary	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
Key Question I wonder...	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?
Possible ideas / lines of enquires	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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WOW Moments	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
Talk for writing text - Fiction	Openings and Endings Toolkit: Goldilocks and the Three Bears Text Type: Traditional Tale	Openings and Endings Toolkit: Little Red Hen Text Type: Finding Tale	Settings Toolkit: We're Going on a Bear Hunt Text Type: Cumulative Tale	Description Toolkit: The Enormous Turnip Text Type: Cumulative Tale	Character Toolkit: The Three Little Pigs Text Type: Beat the Monster	Description Toolkit: The Very Hungry Caterpillar Text Type: Cumulative Tale
Talk For Writing Text – Non Fiction	Information Toolkit: Labels – family and people who help us Text Type: Information	Instructions Toolkit: How to make [xxx] Text Type: Instructions	Information Toolkit: What can you see at the [xxx] Text Type: Information	Information Toolkit: Wolves Text Type: Information	Information Toolkit: Wolves Text Type: Information	Recount Toolkit: My Weekend Text Type: Recount Information Toolkit: The Life Cycle of a [xxx] Text Type: Information
T4W Hook	Obstacle course	Letter asking for help to make bread	Bear footprints down the corridor	Crime scene	Pulling up root vegetables	Caterpillars arrive in class
T4W vocabulary	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
Non Fiction	me, dad, mum, auntie, cousin, grandma,	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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	grandad sad, happy, scared, angry					
Pie Corbett Reading Spine (Treasure Basket Books)	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!					
Non-Fiction	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
Rich and Diverse texts	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
Poetry Basket	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		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		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	
Phonics	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
Maths NCETM	NCETM Mastering Number: Weeks 1-5	NCETM Mastering Number: Week 6-10	NCETM Mastering Number: Weeks 11-15	NCETM Mastering Number: Week 16-20	NCETM Mastering Number: Weeks 21-25	NCETM Mastering Number: Weeks 26-31

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<p>White Rose</p>	<p>Match, sort and compare</p> <p>Talk about measure and pattern</p>	<p>It's Me...123</p> <p>Circles and triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6, 7, 8</p>	<p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>
<p>PSED</p>	<p>All about me What makes me special? Me and my special people Who can help me? My feelings</p>	<p>I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend</p>	<p>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</p>	<p>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</p>	<p>Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p>	<p>Seasons Life changes – plants, animals, humans Life changes – who will I be? Getting bigger Me and my body</p>
<p>Communication and Language</p>	<p>N: Enjoy listening to longer stories and can remember much of what happens.</p> <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>Understand how to listen carefully and why listening is important</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Develop social phrases.</p> <p>Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p>	<p>Ask questions to find out more and to check they understand what has been said to them</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</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>ELG: Hold conversation when engaged in back-and-forth exchanges with</p>	<p>Use new vocabulary in different contexts</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions</p>

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	<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' 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>Listen to and talk about stories to build familiarity and understanding</p>		<p>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>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>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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	N: Start a conversation with an adult or a friend and continue it for many turns.					
Physical Development Gross Motor	Introduction to PE	Gymnastics	Dance	Fundamentals	Ball skills	Games
FMS	Fundamental movement skills they have already acquired: - rolling, - crawling, - walking, - jumping, - running, - hopping, - skipping, - climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines	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	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	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Develop overall body-strength, balance, co-ordination and agility	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	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 other physical disciplines
Physical Development Fine Motor	Fine motor Dough disco Scissor skills	Fine motor Dough disco Scissor skills	Handwriting - Little Wandle	Handwriting - Little Wandle	Handwriting - Little Wandle	Handwriting - Little Wandle
Understanding of the World	Road safety Observe and talk about what they can see Talk about themselves and family Show interest in different occupations	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	Describing different settings/ places. Use purple mash to create a story. Compare and contrast characters from	Observe and care for an animal. Observational drawings Observe growth	Compare their local environment with different places and countries. – Look at and sort human/ Physical features in the countries

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	Know what makes them unique		Changing states of matter-liquids, solids, gases Draw information from a simple map	stories, including figures from the past Celebrate EID Special times and events- Easter	PZAZ- Seasonal changes	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
	Colour and Ourselves	Celebrations and Fairy Tales	A unit around floating and sinking / freezing and melting	A unit around plants Science Week	People who help us	Animals
RE FOCUS UNITS Chatter boxes		Christmas EYFS 4 How do Christians Celebrate Jesus's Birthday?		Easter EYFS 7 Why do Christians believe Easter is about Love?		Special places EYFS 9 What makes a special place holy?
Expressive Arts and Design	Sing familiar Nursery rhymes. Self- portraits Explore new media Find ways of joining materials Explore textures Explore colour and colour mixing Explore different lines and vocabulary	Jackson Pollock firework art-splating, dripping, pouring Autumn and Christmas songs Colour mixing for a purpose Christmas decorations and cards. Nativity <i>Focus-colour mixing</i>	Create rockets Junk model vehicles Uses tools with increased control Makes props to use in role play Performs songs to small groups	Focus- sculpture and collage Skill: Talking about the process of making- Junk modelling different settings, castles, towers, houses for their stories. – show and tell Collage using different materials to decorate their models.	Focus- creating different textures Collage learning to-scrunch, tear, roll. Explore different materials. Observational drawing -using water colour.	Focus- printing Tinga Tinga art with printing.

