

Reception Curriculum Overview - 2025 – 2026

	Autumn		Spring		Summer	
	Who am I?	People Who Help Us	Transport and Travel	Down at the bottom of the garden	What a wonderful world	Where shall we go?
Enrichment opportunities	<p>Term 1 Tuesday 2nd September – Friday 24th October 2025</p> <p>Important Dates - World Space Week – 4th to 10th October Black History Month (UK) – All of October Diwali – Tuesday, 21st October Halloween – 31st October (link to Autumn)</p> <p>Visits/events - Church garden visit Welly Walks – link to UTW</p>	<p>Term 2 Monday 3rd November – Friday 19th December 2025</p> <p>Important Dates - Bonfire Night 5th November Remembrance Day 11th November Children in Need Appeal Day –14th November Road Safety Week – 16th to 22nd November Anti-Bullying Week 17th to 21st November Hanukkah –14th December to 22nd December</p> <p>Visits/events Welly Walks Visit from Community Figures / Trip into Local Community Nativity - December</p>	<p>Term 3 Monday 5th January – Friday 13th February 2026</p> <p>Important Dates - National Storytelling Week: 31st January – 8th February Chinese New Year: 17th February Safer Internet Day: 10th February Valentine’s Day: 14th February</p> <p>Visits/Events – Virtual tour – transport museum Library visit Visit to church garden Welly Walks Sculpture activity: Andy Goldsworthy DT Wow Day</p>	<p>Term 4 Monday 23rd February – Thursday 2nd April 2026</p> <p>Important Dates - Lent: Begins on 18th February and ends on 2nd April 2026</p> <p>World Book Day: Celebrated on 5th March 2026 Mother’s Day (Mothering Sunday): 15th March 2026 Holi: 3rd March 2026 Start of Ramadan: 18th February 2026 Eid al-Fitr: 20th March 2026 Sikh New Year (Nanak Shahi New Year): 14th March</p> <p>Visits/Events Planting seeds Chicks Fruit tasting</p>	<p>Term 5 Monday 20th April – Friday 22nd May 2026</p> <p>Important Dates - Earth Day: 22nd April St George’s Day: 23rd April World Book Night: 23rd April Early May Bank Holiday: 4th May VE Day: 8th May Mental Health Awareness Week: 11–15 May Ascension Day: 14th May International Museum Day: 18th May World Day for Cultural Diversity: 21st May</p> <p>Visits/Events Trip to the post office / post box Food tasting: Foods from around the world Visit to Noah’s Ark:</p>	<p>Term 6 Monday 1st June – Wednesday 22nd July 2026</p> <p>Important Dates – World Environment Day: 5th June World Oceans Day: 8th June Father’s Day: 21st June Summer Solstice: 21st June Wimbledon: 29st June Sports Day – Summer term Transition Activities: June / July World Cup 2026 - 11th June – 19 July</p> <p>Visit/Events</p> <ul style="list-style-type: none"> • Map skill work on school grounds • Send a postcard • Sea shanties
Parental engagement opportunities	<p>Staggered Start Stay and Plays</p>	<p>Parents invited to share occupation Parents Evening</p>	<p>Reading drop in Open morning Tapestry</p>	<p>Parents Evening Tapestry Reading drop ins</p>	<p>Share a story Wow cards Sport’s Day</p>	<p>Art gallery</p>

Reception Curriculum Overview - 2025 – 2026

	<i>Literacy Curriculum Evening Tapestry Fine motor/writing workshop</i>	<i>Reading drop ins Christmas Production Tapestry</i>	<i>Maths Curriculum Evening</i>	<i>Phonics Learn-along</i>	<i>Tapestry School readiness workshop (new parents)</i>	<i>Work celebration/open morning Books at Bedtime Tapestry New Parents Evening Phonics Learn-along Phase 4</i>
Core texts for reading (Talk through Stories)	<i>A Little Bit Brave</i> <i>Can't You Sleep, Little Bear?</i> <i>Brilliant Body</i>	<i>Marcus Rashford</i> <i>Cops and Robbers</i> <i>One Snowy Night</i>	<i>Ravi's Roar</i> <i>Aliens Love Underpants</i> <i>Look Inside Space</i>	<i>Perfectly Norman</i> <i>Minibeasts</i> <i>How a recycling truck works</i>	<i>What's your habitat?</i> Zanzibar Elmer	<i>Farmer Duck</i> <i>A First Book of the Sea</i> <i>Stickman</i>
Core texts for transcriptional writing (LSP unit)	Core: <i>A Little Bit Brave</i>	Core: <i>The Three Little Pigs</i>	Core: <i>The Goat and The Stoat and The Boat</i>	Core: <i>Perfectly Norman</i>	Core: <i>Bun on the Run</i>	Core: <i>Martha Maps it Out</i>
Surrounding texts for wider curriculum	Surrounding: <i>The Koala who could, The Invisible String, The Lion Inside, You Choose (Reading Spine), A Great Big Cuddle (Reading Spine), Pink is for Boys The Great Big Book of Families, The Family Book (Reading Spine), A Great Big Cuddle (Reading Spine)</i>	Surrounding: <i>The Colour of Me (Reading Spine) Inspirational Women in Black History A range of traditional tales Pie Corbett The Three Little Pigs Clothes line clues for jobs people do My Map Book</i>	Surrounding: <i>Rosie Revere, Engineer, Izzy Gizmo, Little Red Look Up! Little Leaders UTW books – The Enormous Turnip Push and Pull by Patricia J. Murphy, Forces and Movement by Peter Riley, Push and Pull by Cassie Mayer, Who Sank the Boat? by Pamela Allen, Mr Gumpy's</i>	Surrounding: <i>Spinderella The Very Busy Spider Insy Wincey Spider Big Book of Bugs, The Tiny Seed The Very Hungry Caterpillar by Eric Carle The Life Cycle of a Chicken by Kelly Doudna, Life Cycle of a Plant by Bobbie Kalman</i>	Surrounding: <i>Love from Anna Hibiscus Africa is not a country The Drum Baby Goes to market Anansi the Spider, Bringing the rain to Kapiti Plain Mama Panya's Pancakes – Mary & Rich Chamberlin We All Went on Safari – Laurie Kreb Handa's Surprise – Eileen Browne,</i>	Surrounding: <i>Katie in London by James Mayhew A Walk in London by Salvatore Rubbino Owl Babies Urban Animals by Mari Schuh Maisy Goes to the City by Lucy Cousins, What to Do in Bristol by DK Eyewitness, Town Mouse, Country Mouse by Jan Brett,</i>

Reception Curriculum Overview - 2025 – 2026

	<p>Explore sorting techniques Create sorting rules Compare amounts</p> <p>Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p>It's me 1, 2, 3 Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3</p> <p>Circles and Triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p>1, 2, 3, 4, 5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1–5</p> <p>Shapes with 4 sides Identify and name shapes with 4 sides</p>	<p>1 more 1 less Composition Conceptual subitising to 5</p> <p>Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity</p> <p>Growing 6, 7, 8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine two groups Conceptual subitising</p> <p>Length, Height and Time Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p>Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more</p>	<p>Verbal counting beyond 20 Verbal counting patterns</p> <p>How many now? Add more How many did I add? Take away How many did I take away?</p> <p>Manipulate, Compose, Decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p> <p>Sharing and Grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p>Visualise and Build Map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models</p>
--	---	---	---

Reception Curriculum Overview - 2025 – 2026

	Combine shapes with 4 sides Shapes in the environment My day and night Mastering Number focus – Subitising and Counting Composition of 5 Comparison Subitising and Counting Composition of 5 Comparison Numerals		1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd 3D shape Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment Mastering Number focus Subitising within 10 Composition beyond 5 Comparison up to 10 Numerals up to 10		Create own maps from familiar places Create own maps and plans from story situations Make Connections Deepen understanding Patterns and relationships Mastering Number focus – Numbers within 10 Number bonds to 10 Subitising Composition of numbers Comparing quantities (more, less, fewer, equal) Odd and even Addition and Subtraction Counting forwards and backwards Mathematical language Numbers 10–20 Recognising numerals 10–20 Place value Representing numbers to 20 Comparing numbers within 20 Applying number bonds within 20 Counting on from 10	
PSED Discrete Jigsaw sessions	Being me in my World <ul style="list-style-type: none"> • Who me? • How am I feeling today? • Being at school • Gentle hands • Our rights • Our responsibilities 	Celebrating Difference <ul style="list-style-type: none"> • What am I good at? • I’m special, I’m me! • Families • Houses and homes • Making friends • Standing up for yourself 	Dreams and Goals <ul style="list-style-type: none"> • Challenge • Never giving up • Setting a goal • Obstacles and support • Flight to the future • Footprint awards 	Healthy Me <ul style="list-style-type: none"> • Everybody’s body • We like to move it, move it • Food, glorious food • Sweet Dreams • Keeping clean • Stranger danger 	Relationships <ul style="list-style-type: none"> • My family and me • Make friends, make friends, never ever break friends • Falling out and bullying • Being the best friends we can be 	Changing Me <ul style="list-style-type: none"> • My body • Respecting my body • Growing up • Fun and fears • Celebration

Reception Curriculum Overview - 2025 – 2026

<p>UTW Past and Present</p> <p>People, Culture and Communities</p>	<p>Who am I?</p> <ul style="list-style-type: none"> Describe themselves physically and make comparisons in appearance with other people Talk about things that are important to them, they like and dislike Define what a family is and who is in their family Talk about similarities and differences between their family and others Talk about features of my home Sequence key events from their own life Recognise things that have changed 	<p>Who are the people in the community who help us?</p> <ul style="list-style-type: none"> Name and identify important places in the community Understand what a simple map is Name important people in the community Understand what it means to have a job Understand what a doctor does and how to stay healthy Understand what a dentist does and how you can keep your teeth healthy Explain what other 	<ul style="list-style-type: none"> Space – explore past and present figures 	<p>Looking after our world – focus on recycling and key scientists</p>	<p>What is it like in Kenya?</p> <ul style="list-style-type: none"> Know where Kenya is located in the world and begin to understand that it is part of Africa Understand what the climate and weather is like in Kenya and how this compares to that of the UK in different seasons Describe key features of the savannah landscape found in Kenya comparing it to the area where the school is located Identify and describe animals found in the savannah, comparing them to animals found in the UK Describe what homes and buildings look like in different parts of Kenya comparing to homes and buildings in locally near the school Identify food which is grown in Kenya and compare with food which is grown in the UK 	<p>What is it like to live in the countryside?</p> <ul style="list-style-type: none"> Identify what the countryside/ city is and describe what they might see there (human and physical geography) Identify animals that may commonly be seen in the countryside/ city and learn about where they live (simple habitats) Name and describe different occupations people may have in the countryside/ city Describe leisure activities people take part in in the countryside/ city Compare life in the countryside/ city to life in their own local area <p>Seaside/pirate wow day (week 3)</p>
---	--	--	---	---	---	--

Reception Curriculum Overview - 2025 – 2026

	during their life	<p>named professional does e.g. a firefighter , police officer, vet, famer etc.</p> <ul style="list-style-type: none"> • Understand the difference between a stranger and a safer stranger • Talk about how to cross the road safely 			<ul style="list-style-type: none"> • Compare key similarities and differences between human and physical geography and climate in Kenya and the area where our school is 	
<p>UTW</p> <p>The natural world</p>	<p>What changes do we notice through the seasons? (autumn)</p> <ul style="list-style-type: none"> • Describe how trees and plants change in autumn 	<p>What changes do we notice through the seasons? (winter)</p> <ul style="list-style-type: none"> • Recognise how colder weather in winter affects people, animals, and the environment 	<p>What is a force and how can ice change?</p> <ul style="list-style-type: none"> • Understand and use the term push and pull • Understand that some objects will float and some will sink when placed in water • Understand what happens when you leave ice out in the sun and what happens when you shake salt onto it • Understand that a magnet can attract an object and why this is 	<p>What do plants and animals need to live and grow?</p> <ul style="list-style-type: none"> • Understand that plants and animals are living things and need food, water, air, and space to grow and survive • Describe the life cycle of a plant and understand 	<p>What is a habitat?</p> <ul style="list-style-type: none"> • Understand what a habitat is and why it is important for living things • Describe the grounds of the school/ garden habitats in the UK and describe the features of the plants that might grow there • Name and describe animals that live in garden habitats in the UK/ the grounds of the school • Describe a desert habitat and the 	<p>What changes do we notice through the seasons? (summer)</p> <ul style="list-style-type: none"> • Explore the effects of warmer weather in summer on people, animals, and plants – to include following activities – • Sun Safety Role Play

Reception Curriculum Overview - 2025 – 2026

			<p>What is the difference between light and dark?</p> <ul style="list-style-type: none"> • Understand what light is and identify sources of light • Understand what darkness is and how it is the opposite of light • Understand that light travels through transparent materials • Understand that shadows are created by light and solid objects 	<p>what plants need to grow</p> <ul style="list-style-type: none"> • Understand the role of people in caring for plants so they can complete their life cycles • Describe the life cycle of a butterfly and understand that animals change as they grow • Describe the life cycle of a chicken and understand that they will change as they grow • Understand their role in caring for animals they will change as they grow 	<p>features of plants that night grow there</p> <ul style="list-style-type: none"> • Compare the garden and desert habitats and identify similarities and differences • Compare and contrast animals that live in deserts to those that live in gardens and the school grounds in the UK 	<ul style="list-style-type: none"> • Minibeast Hunt • Water Play & Evaporation 	
				<p>Identify signs of new life in plants and animals during spring To include following activities</p>			

Reception Curriculum Overview - 2025 – 2026

				<ul style="list-style-type: none"> • Planting & Growing Area – Set up a planting station • Springtime Walks • Baby Animal Life Cycle Activities 		
<p style="text-align: center;">UTW</p> <p>Discrete RE sessions</p>	<p style="text-align: center;">What makes people special?</p> <ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Identify some of the qualities of a good friend • Recall and talk about stories of Jesus as a friend to others • Recall a story about a special person in Sikhism and talk about what can be learnt from it <p style="text-align: center;">Key Vocabulary - Family, Love, Home, Friend, Special, Teach, Role Models, Rules, Moses, Ten Commandments, Religion, Judaism, Jews, God, Jesus, Christians, Jewish, Son of God, Miracle, Healing</p> <p style="text-align: center;">What is Christmas?</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. 	<p style="text-align: center;">How do people celebrate?</p> <ul style="list-style-type: none"> • I know about different celebrations (New Year, Chinese New Year, Persian New Year (Nowruz) and Holi). • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Compare and contrast characters from stories, including figures from the past. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Understand the effect of changing seasons on the natural world around them. <p style="text-align: center;">Key Vocabulary Party, New Year, Resolution, Chinese New Year, Map, UK, China, Celebrate, World, Special Time, Good Luck, Bad Luck, Occasion, Iran, Winter, Spring, Nowruz, Nokhodi, Tradition, Haft-seen,</p>	<p style="text-align: center;">What can we learn from stories?</p> <ul style="list-style-type: none"> • Talk about some religious stories • recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet. Muhammad, Muslim • Identify some of their own feelings in the stories they hear • Identify and name a sacred text and religion, e.g. ‘the Bible is for Christians’ ‘The Qur’an is for Muslims’ • Use recently acquired vocabulary to talk about what simple teachings from the religious stories e.g. Jesus and Muhammad taught people about keeping promises, being thankful or being kind • Use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised <p style="text-align: center;">Key Vocabulary Story, moral, Villagers, Lies, Shepherd, Truth, Honest, Crocodile, Priest, Sikh, Equal, Muslim, Islam, Allah, creation, Snake, Serpent, India, Greedy, Grateful, Elephant, Best, Friends, Coin, Jesus, Christians, God, Love</p>			

Reception Curriculum Overview - 2025 – 2026

	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Recognise that people have different beliefs and celebrate special times in different ways. • <i>I can recall the Christmas story.</i> • Recognise some similarities and differences between life in this country and life in other countries. <p style="text-align: center;">Key vocabulary – baby, letter, Jesus, Christmas, candle, Christians, Son of God, present, shepherds, angel, joy, saviour, role model, incarnation, king, wise men, gold, frankincense, myrrh, nativity, celebrate</p>	<p>Celebration, Sanatana Dharma, India, Holi, Good, Evil, Triumph</p> <p style="text-align: center;">What is Easter?</p> <ul style="list-style-type: none"> • <i>I can recall the Christmas Easter Story.</i> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Understand the effect of changing seasons on the natural world around them. <p style="text-align: center;">Key Vocabulary – Seasons, Winter, Spring, Summer, Autumn, Signs of Spring, Environment, Baby, Grow, New Life, Nature, Wildlife, Life Cycle, Easter, Easter Egg, Celebrate, Christians, Jesus, Jerusalem, Donkey, Romans, Palm Leaves, Hosanna, Last Supper, Disciples, Garden of Gethsemane, Prayer, Judas, Trial, Cross, Hot Cross Bun, Palm Cross, Weather, Resurrection</p>	<p style="text-align: center;">What makes places special?</p> <ul style="list-style-type: none"> • <i>I know special places for different worldviews (Church, Mosque, Synagogue)</i> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • 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 country and life in other countries. <p style="text-align: center;">Key Vocabulary Home, house, special, Setting, special place, Church, Christian, son of God, Jesus, Garden of Gethsemane, pray, wedding, baptism, candles, Mosque, Muslims, Islam, Allah, Kippah, Synagogue, Jews, Jewish, worship, prayer, World, trip, special places</p>
<p style="text-align: center;">EAD</p> <p>Creating with materials</p>	<p style="text-align: center;">Printing and Colour mixing</p> <ul style="list-style-type: none"> • Recognise and name primary colours • Understand that when colours are mixed, new colours are created. • To select and create different colours • Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, splatter painting, fingers, objects, printing 	<p style="text-align: center;">3D Sculpture and art using lines</p> <ul style="list-style-type: none"> • Explore malleable media such as clay, papier mache, salt dough, playdoh and sand • Impress and apply simple decoration • To use resources to design vehicles • Cut shapes using scissors and other modelling tools 	<p style="text-align: center;">Still life, silhouettes and 3D art (architecture and textiles)</p> <ul style="list-style-type: none"> • To recognise still life pictures. • To recognise the work of various artists. • To create observational drawings. • To design a piece before creating it. • To observe and represent the beauty of the natural world.

Reception Curriculum Overview - 2025 – 2026

	<ul style="list-style-type: none"> • Explore working with paint on different surfaces and in different ways using different mediums (e.g. different textured, coloured, sized and shaped paper). • To work from direct observation and imagination • Exploring lighter and darker colours for seasons/temperatures • Creating self-portraits, observing individual features. <p style="text-align: center;">Key Artists Jackson Pollock Winston Branch Mark Rothko David Hockney Claude Monet Gustav Klimt Claire West</p> <p style="text-align: center;">Key vocabulary Primary, Secondary, Mixing, Paint Water, Brush, Bright, Dark, Light, Self portrait Expression, Pastel, Shading</p> <p>Autumn, Winter, Spring, Summer, Seasons Weather, Temperature, Nature, Colours, Scene, Thick, Thin, Soft, Rough Warm, Cold</p>	<ul style="list-style-type: none"> • Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately • Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials • To create art sculptures in the natural world • Consider their final outcome before making • To create art using lines – chalk, pastels, pencils, paints, charcoal, rubbers. <p style="text-align: center;">Key Artists Sculpture - Edgar Degas Andy Goldsworthy Van Gogh (link to light and dark)</p> <p>Explore line through Miró and Zao Wou-Ki Piet Mondrian (straight, structured line) Revisit Rothko (contrast: colour over line) Explore line drawing inspired by Henry Moore</p> <p style="text-align: center;">Key Vocabulary 2D art, 3D art, Craft, Modelling, Moulding, Clay Curve, Straight, Fold, Weaving, Pushing and pulling</p> <p>Straight, Wavy, Curved, Zigzag, Thick, Thin, Chalk, Pastel, Charcoal</p>	<ul style="list-style-type: none"> • To explore still life and develop observational skills. • To create art using silhouettes and backgrounds (African savannah) Link back to use of shade/light. • To begin to explore architecture • To recap sculpture • Developing simple weaving, wrapping and knotting skills (making kites linked to seasons) • Developing understanding of tools and materials to embellish strips of fabric using a variety of media. • Developing wrapping and knotting skills. <p>Nature and still life - Van Gogh, Morandi, Walton, Cezanne, Kalf</p> <p style="text-align: center;">Key Artists – Vincent van Gogh Giorgio Morandi Paul Cézanne Willem Kalf</p> <p>Sir Anish Kapoor Cecil Balmond Norma Merrick Sklarek Henry Moore Edgar Degas (revisit)</p> <p style="text-align: center;">Key Vocabulary still life, light, colour, shadow, position size, fruit, nature, shading</p> <p>Roof, Walls, Model, Mould, Straight, Curved Height, texture, textile, knotting, material</p>
--	---	--	--

Reception Curriculum Overview - 2025 – 2026

<p>EAD</p> <p>Being imaginative and express</p>	<p>Me! and My Stories</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place 	<p>Everyone! And Our World</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place 	<p>Big Bear Funk and Reflect, Rewind, Replay</p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
<p>Physical Development</p>	<p style="text-align: center;">Get Set 4 PE Introduction to PE (Unit 1 and 2) Playground Games Fundamentals (Unit 1 and 2)</p> <p style="text-align: center;">Key Vocabulary avoid backwards forwards freeze safe sideways space stop partner, catch direction partner score space stop path rules safely</p> <p style="text-align: center;">Key Vocabulary – balance bend direction hop space stop travel Communication and Language jump land run safe</p> <p style="text-align: center;">balance, bend, crawl, fast, hop, jump, land, rules, run, safely, slide, slow, stop</p>	<p style="text-align: center;">Get Set 4 PE Gymnastics (Unit 1 and 2) Dance Unit 1 and 2 Playground Games</p> <p style="text-align: center;">Key Vocabulary – Balance, bend, copy, hold, jump, land, rock, roll, shape, squeeze, star, still, straight, around, balance, hold, over, through, travel</p> <p style="text-align: center;">action bend count, move shake space twist direction high low, actions beat counts direction fast finish position high low quickly shape slowly start position travel</p>	<p style="text-align: center;">Get Set 4 PE Ball Skills (Unit 1 and 2) Playground Games Forest School Games (Unit 1 and 2)</p> <p style="text-align: center;">Key Vocabulary – Bounce, catch, dribble, hit, kick, points, roll, run, safely, score, space, target, throw, ball, partner, ready, caught, jog, rules, safe, stop, team, turn, aim, gallop, hop, jump, lose, tag, win</p>
<p>Online Safety</p>	<p style="text-align: center;">Online relationships Health, wellbeing and lifestyle Online Bullying</p> <p style="text-align: center;">Key Vocabulary –</p>	<p style="text-align: center;">Privacy and Security Self-image and identity Copyright and ownership</p> <p style="text-align: center;">Key Vocabulary –</p>	<p style="text-align: center;">Managing Online Information Online reputation</p> <p style="text-align: center;">Key Vocabulary – Device, Internet, Technology, Internet, Connect</p>

Reception Curriculum Overview - 2025 – 2026

	Communicate, Technology, Rules, Healthy, Happy, Safe, Trusted adult, Danger, Sad, Angry, Unkind, Worry, Nervous, Embarrassed, Upset, Experience, Online, Offline	Personal, Information, Location, Fact, Private, Trust, Trustworthy, Dangerous, Self- image and identity, Emotions, Sad, Uncomfortable, Embarrassed, Upset, Online, Offline, Trusted adult	
--	--	---	--