

Reception Curriculum Overview - 2026 – 2027

	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	Term 1 Thursday 1 st September – Friday 23rd October 2026	Term 2 Monday 2 nd November – Friday 18th December 2026	Term 3 Monday 4th January – Friday 12th February 2027	Term 4 Monday 22 nd February – Thursday 25 th March 2027	Term 5 Monday 12th April – Friday 28 th May 2027	Term 6 Monday 7 th June – Friday 23 rd July 2027
	Important Dates - World Space Week – 4th to 10th October Black History Month (UK) – All of October Diwali – Sunday 8th November Halloween – 31st October (link to Autumn) Visits/events - Church garden visit Welly Walks – link to UTW	Important Dates - Bonfire Night 5th November Remembrance Day 11th November Children in Need Appeal Day – Friday 13th November Road Safety Week – 15th to 21st November Anti-Bullying Week 16th to 20th November Hanukkah – 4th December to 12th December Visits/events Welly Walks Visit from Community Figures / Trip into Local Community Nativity - December	Important Dates - National Storytelling Week: 2nd February – 8th February Chinese New Year: 17th February Safer Internet Day: 10th February Valentine's Day: 14th February Visits/Events – Visit to church garden Welly Walks Sculpture activity: Andy Goldsworthy DT Wow Day	Important Dates - Lent: Begins on 10th February and ends on 28th March 2027 World Book Day: Celebrated on 4th March 2026 Mother's Day (Mothering Sunday): 7th March Holi: 22nd March Start of Ramadan: 8th February Eid al-Fitr: 10th March Sikh New Year (Nanak Shahi New Year): 14th March Visits/Events Planting seeds Fruit tasting	Important Dates - Earth Day: 22nd April St George's Day: 23rd April World Book Night: 23rd April Early May Bank Holiday: 3rd May VE Day: 8th May Mental Health Awareness Week: 10th – 16th May Ascension Day: 6th May International Museum Day: 18th May World Day for Cultural Diversity: 21st May Visits/Events Trip to the post office / post box Food tasting: Foods from around the world Visit to Noah's Ark:	Important Dates – World Environment Day: 5th June World Oceans Day: 8th June Father's Day: 20th June Summer Solstice: 21st June Wimbledon: 28th June Sports Day – Summer term Transition Activities: June / July FIFA Women's World Cup 2027 - 24th June – 25th July Visit/Events - Map skill work on school grounds - Send a postcard
Parental engagement opportunities	Staggered Start Stay and Plays	Parents invited to share occupation Parents Evening	Reading drop in Open morning Tapestry	Parents Evening Tapestry Reading drop ins	Share a story Sport's Day Tapestry	Art gallery

Reception Curriculum Overview - 2026 – 2027

	Open classroom afternoons Literacy Curriculum Evening Tapestry Fine motor/writing workshop	Reading drop ins Christmas Production Tapestry	Maths Curriculum Evening	Phonics Learn-along Books at Bedtime	School readiness workshop (new parents) Phonics Learn-along Phase 4	Work celebration/open morning Tapestry New Parents Evening Teddy Bears Picnic (new parents)
Core texts for reading (Talk through Stories)	A Little Bit Brave Can't You Sleep, Little Bear? My Busy Body	Marcus Rashford Cops and Robbers- CHANGE TBC One Snowy Night	Ravi's Roar Aliens Love Underpants Look Inside Space	Perfectly Norman Minibeasts How a recycling truck works	What's your habitat? Zanzibar Elmer	Farmer Duck A First Book of the Sea Stickman
Core texts for transcriptional writing (LSP unit)	Core: A Little Bit Brave	Core: The Three Little Pigs	Core: The Goat and The Stoat and The Boat	Core: Perfectly Norman	Core: Bun on the Run	Core: Martha Maps it Out
Surrounding texts for wider curriculum	Surrounding: 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) We are all welcome!	Surrounding: 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 People who help us (series)	Surrounding: 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	Surrounding: 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 The Life Cycle of a Chicken by Lisa O'Neill	Surrounding: 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 Krebs Handa's Surprise – Eileen Browne,	Surrounding: 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, Rural Life by Sue Michniewicz

Reception Curriculum Overview - 2026 – 2027

	<i>The Big Book of Belonging, My Two Grannies The Bear Who Stared Old bear Brown Bear, what do you see? (Reading Spine) We're Going on a Bear Hunt The Everywhere Bear, Winnie the Pooh (Reading Spine) Funnybones (Reading Spine) Once there were Giants The Growing Story Think Big, Little One</i>	<i>Each peach pear plum When you're fast asleep All through the night Who works at night We're going to the... (series) What will I be? Jobs People Do People who need people The Jolly Christmas Postman One Snowy Night The Snowman Over and Under the Snow Animals in Winter Winter Snow Is Falling Sam's Snowflake Christmas stories</i>	<i>Outing by John Burningham, The Gingerbread Man (Traditional Tale), Floating and Sinking by Amy Hansen, Does It Sink or Float? by Susan Hughes, The Snowman by Raymond Briggs, What Makes a Magnet? by Franklyn M. Branley, Magnets by Sally M. Walker, Magnets and How They Work by Joanne Mattern</i>	<i>From Seed to Plant by Gail Gibbons The Life Cycle of a Butterfly by Ruth Thomson First book of pond life Hedgehogs Don't Live in the city In the Pond Just Ducks One Tiny Turtle Spring is Here – Will Hillenbrand, Guess How Much I Love You in the Spring – Sam McBratney, How a Seed Grows – Helene J. Jordan, Spring – Anita Loughrey, From Tadpole to Frog – Wendy Pfeffer</i>	<i>Africa is Not a Country – Margy Burns Knight Dinosaurs and all that Rubbish The Gruffalo by Julia Donaldson Superworm by Julia Donaldson A First Look at Habitats by Ruth Owen Wildlife Watch: Habitats by Deborah Chancellor Oliver's Garden by Vivian French Errol's Garden by Gillian Hibbs Plants (Usborne Beginners) by Emma Helbrough, Look Inside Nature by Usborne, The Very Busy Spider by Eric Carle, RSPB First Book of Garden Wildlife by Mike Unwin, Why Do Camels Have Humps? by Kate Davies, Deserts (Usborne Beginners) by Lucy Bowman, Animals, Habitats (National Geographic Kids)</i>	<i>What the Ladybird Heard The Big Book of the Blue Someone Swallowed Stanley Deep Sea Diary The Night Pirates Tiddler Ten Little Pirates The Pirates Next Door On a Pirate Ship Clean up! First Atlas My Map Book Follow that map!</i>
Mathematics	Match, Sort and Compare Match objects Match pictures and objects Identify a set Sort objects to a type		Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5		To 20 and Beyond Build numbers beyond 10 (10–13) Continue patterns beyond 10 (10–13) Build numbers beyond 10 (14–20) Continue patterns beyond 10 (14–20)	

Reception Curriculum Overview - 2026 – 2027

	Explore sorting techniques Create sorting rules Compare amounts Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns 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 Circles and Triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position 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 Shapes with 4 sides Identify and name shapes with 4 sides	1 more 1 less Composition Conceptual subitising to 5 Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity 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 Length, Height and Time Explore length Compare length Explore height Compare height Talk about time Order and sequence time Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more	Verbal counting beyond 20 Verbal counting patterns How many now? Add more How many did I add? Take away How many did I take away? 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 Sharing and Grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles 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
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Reception Curriculum Overview - 2026 – 2027

	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 - Who me? - How am I feeling today? - Being at school - Gentle hands - Our rights - Our responsibilities	Celebrating Difference - What am I good at? - I'm special, I'm me! - Families - Houses and homes - Making friends - Standing up for yourself	Dreams and Goals - Challenge - Never giving up - Setting a goal - Obstacles and support - Flight to the future - Footprint awards	Healthy Me - Everybody's body - We like to move it, move it - Food, glorious food - Sweet Dreams - Keeping clean - Stranger danger	Relationships - 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 - My body - Respecting my body - Growing up - Fun and fears - Celebration

Reception Curriculum Overview - 2026 – 2027

UTW Past and Present People, Culture and Communities	Who am I? - 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	Who are the people in the community who help us? - 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	Space – explore past and present figures	Looking after our world – focus on recycling and key scientists	What is it like in Kenya? - 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	What is it like to live in the city/town? - 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 Seaside and Pirate Wow week

Reception Curriculum Overview - 2026 – 2027

	during their life	named professional does e.g. a firefighter , police officer, vet, famer etc. • Understand the difference between a stranger and a safer stranger • Talk about how to cross the road safely			• Compare key similarities and differences between human and physical geography and climate in Kenya and the area where our school is	
UTW The natural world	What changes do we notice through the seasons? (Autumn) • Describe how trees and plants change in autumn	What changes do we notice through the seasons? (Winter) • Recognise how colder weather in winter affects people, animals, and the environment	What is a force and how can ice change? • 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	What do plants and animals need to live and grow? • 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	What is a habitat? • 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	What changes do we notice through the seasons? (Summer) • Explore the effects of warmer weather in summer on people, animals, and plants – to include following activities – • Sun Safety Role Play

Reception Curriculum Overview - 2026 – 2027

			What is the difference between light and dark? • 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	what plants need to grow • 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 Identify signs of new life in plants and animals during spring To include following activities	features of plants that night grow there • 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	• Minibeast Hunt • Water Play & Evaporation
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Reception Curriculum Overview - 2026 – 2027

				- Planting & Growing Area – Set up a planting station - Springtime Walks - Baby Animal Life Cycle Activities		
UTW Discrete Religion and worldview sessions	Why is the word ‘God’ so important to Christians? Key Substantive knowledge: - The word God is a name - Christians believe God is the creator of the universe. - Christians believe God made our wonderful world and so we should look after it Key Vocabulary - God, Creator, Creation, Holy, Bible, Prayer, Worship, Church, Jesus, Animals, World, Care, Respect Why do Christians perform Nativity at Christmas? Key Substantive knowledge: - Christians believe God came to Earth in human form as Jesus - Christians believe Jesus came to show that all people are precious and special to God	Which places are special and why? Key Substantive knowledge: - talk about somewhere that is special to themselves, saying why - know some similarities and differences between religious communities in Britain - be aware that some religious people have places which have special meaning for them - hold conversations about the things that are special and valued in a place of worship - identify some significant features of sacred places using recently acquired vocabulary - recognise two different places of worship using new vocabulary Key Vocabulary Special, place, worship, Church, mosque, temple, holy, sacred, belonging, celebration, Community, prayer, altar, font, Qur’an, Bible, similarities, differences Why do Christians put a cross in a Easter Garden? Key Substantive knowledge: - Christians remember Jesus’ last week at Easter - Jesus’ name means ‘He saves’	What is special about our world? Key Substantive knowledge: - talk about their own experiences and feelings about the world - re-tell stories about creation and nature, talking about what they say about the world, God, human beings - think about the wonders of the natural world, expressing ideas and feelings - express ideas about how to look after animals and plants - talk about what people do to harm the world and what they do to look after it Key Vocabulary world, nature, creation, God, special, animals, plants, care, harm, beautiful, responsibility, kindness, fairness Which stories are special and why? Key Substantive knowledge: - talk about some religious stories using new vocabulary - recognise some religious words, e.g. about God, holy books or places of worship			

Reception Curriculum Overview - 2026 – 2027

	Key vocabulary – Jesus, God, Mary, Joseph, angel, shepherd, wise men, manger, Bethlehem, Bible, precious, special, gift, love, celebration, nativity	- Christians believe Jesus came to show God's love - Christians try to show love to others Key Vocabulary – Easter, cross, Palm Sunday, Hosanna, Jesus, tomb, resurrection, forgiveness, love, new life	- identify some of their own feelings in the stories they hear - identify a sacred text e.g. Bible, Qur'an Key Vocabulary Bible, Qur'an, holy book, Christian, Muslim, God, Creator, Jesus, prophet, story, special, sacred, promise, thankfulness, feelings, worship, church, mosque, creation, Nativity, Easter
EAD Creating with materials	Printing and Colour mixing - 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 - 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. Key Artists Jackson Pollock Winston Branch Mark Rothko David Hockney Claude Monet	3D Sculpture and art using lines - 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 - 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. Key Artists Sculpture - Edgar Degas Andy Goldsworthy Van Gogh (link to light and dark)	Still life, silhouettes and 3D art (architecture and textiles) - 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. - 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. Nature and still life - Van Gogh, Morandi, Walton, Cezanne, Kalf

Reception Curriculum Overview - 2026 – 2027

	Gustav Klimt Claire West Key vocabulary Primary, Secondary, Mixing, Paint Water, Brush, Bright, Dark, Light, Self portrait Expression, Pastel, Shading Autumn, Winter, Spring, Summer, Seasons Weather, Temperature, Nature, Colours, Scene, Thick, Thin, Soft, Rough Warm, Cold	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 Key Vocabulary 2D art, 3D art, Craft, Modelling, Moulding, Clay Curve, Straight, Fold, Weaving, Pushing and pulling Straight, Wavy, Curved, Zigzag, Thick, Thin, Chalk, Pastel, Charcoal	Key Artists – Vincent van Gogh Giorgio Morandi Paul Cézanne Willem Kalf Sir Anish Kapoor Cecil Balmond Norma Merrick Sklarek Henry Moore Edgar Degas (revisit) Key Vocabulary still life, light, colour, shadow, position size, fruit, nature, shading Roof, Walls, Model, Mould, Straight, Curved Height, texture, textile, knotting, material
EAD Being imaginative and express	Me! and My Stories • 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	Everyone! And Our World • 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	Big Bear Funk and Reflect, Rewind, Replay • 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
Physical Development	Get Set 4 PE Introduction to PE (Unit 1 and 2) Playground Games Fundamentals (Unit 1 and 2)	Get Set 4 PE Gymnastics (Unit 1 and 2) Dance Unit 1 and 2 Playground Games	Get Set 4 PE Ball Skills (Unit 1 and 2) Playground Games Forest School

Reception Curriculum Overview - 2026 – 2027

	Key Vocabulary avoid backwards forwards freeze safe sideways space stop partner, catch direction partner score space stop path rules safely Key Vocabulary – balance bend direction hop space stop travel Communication and Language jump land run safe balance, bend, crawl, fast, hop, jump, land, rules, run, safely, slide, slow, stop	Key Vocabulary – Balance, bend, copy, hold, jump, land, rock, roll, shape, squeeze, star, still, straight, around, balance, hold, over, through, travel 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	Games (Unit 1 and 2) 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
Online Safety	Online relationships Health, wellbeing and lifestyle Online Bullying Key Vocabulary – Communicate, Technology, Rules, Healthy, Happy, Safe, Trusted adult, Danger, Sad, Angry, Unkind, Worry, Nervous, Embarrassed, Upset, Experience, Online, Offline	Privacy and Security Self-image and identity Copyright and ownership Key Vocabulary – Personal, Information, Location, Fact, Private, Trust, Trustworthy, Dangerous, Self- image and identity, Emotions, Sad, Uncomfortable, Embarrassed, Upset, Online, Offline, Trusted adult	Managing Online Information Online reputation Key Vocabulary – Device, Internet, Technology, Internet, Connect