

# Reception Curriculum Overview 2025-2026



	Autumn -		Spring -		Summer -	
<b>Theme</b>	<ul style="list-style-type: none"> <li>All About Me</li> <li>Celebrations</li> </ul>		<ul style="list-style-type: none"> <li>Winter Wonderland</li> <li>Growing &amp; Farming</li> </ul>		<ul style="list-style-type: none"> <li>People who help us</li> <li>Around the World</li> </ul>	
<b>English</b>	Read, Write, Inc Colourful Semantics		Read, Write, Inc Colourful Semantics		Read, Write, Inc Colourful Semantics	
<b>Books</b>	<ul style="list-style-type: none"> <li>Colour Monster/ Colour Monster goes to School</li> <li>10 Little Fingers and 10 little toes</li> <li>Once there were Giants</li> <li>3 little Pigs (Families/Homes)</li> </ul>	<ul style="list-style-type: none"> <li>Pumpkin Soup</li> <li>CBeebies- Remembrance Video</li> <li>Nursery Rhymes- Nursery Rhyme Week</li> <li>Nativity/ New Year Celebration</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks (Hot and cold)</li> <li>The Great Race</li> <li>Stickman</li> </ul>	<ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> <li>Mr Wolf's Pancakes</li> <li>Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>Little Red Riding Hood (Woodcutter Helps)</li> <li>Supertato</li> <li>Collection of Non-Fiction People Who Help Us</li> </ul>	<ul style="list-style-type: none"> <li>We're going on a bear hunt</li> <li>Handa's Surprise</li> <li>Lost and Found</li> </ul>
<b>CLL</b> Speaking Listening, attention and understanding	<ul style="list-style-type: none"> <li>Beginning to use sentences with four to six words.</li> <li>Beginning to start a conversation with an adult or a friend and continuing it in turns.</li> <li>Developing their communication but may struggle with using tenses accurately.</li> <li>Continuing to use new vocabulary when the topic or theme has ended.</li> <li>Expanding their vocabulary to include new words related to topic or theme.</li> </ul>		<ul style="list-style-type: none"> <li>Using complete sentences more regularly.</li> <li>Using new vocabulary in different contexts.</li> <li>Using language to explore imaginary events, storylines and themes.</li> <li>Listening to a whole story from beginning to end.</li> <li>Knowing that they need to be quiet and concentrate when listening.</li> <li>Listening and responding to ideas expressed by others in conversation</li> </ul>		<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Showing specific interest in a non-fiction book linked to a topic or theme.</li> <li>Showing interest in non-fiction books.</li> <li>Hold conversation when engaged in back and forth exchanges with their teachers and peers.</li> </ul> <p>Express their ideas and feelings about their experiences using full sentences, including</p>	

	<ul style="list-style-type: none"> <li>● Listening and following directions and looking at someone when they are speaking.</li> <li>● Understanding why listening is important.</li> <li>● Listening to and following an instruction provided they are not over-engaged in their own choice of activity.</li> <li>● Following stories read to them and talk about the pictures in the book.</li> <li>● Knowing many rhymes, being able to talk about familiar books, and being able to tell a long story.</li> <li>● Asking questions to understand.</li> <li>● Retelling a simple past event in the correct order.</li> <li>● Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences.</li> <li>● Using talk in pretending that objects stand for something else in play, e.g this ruler is a sword.</li> <li>● Using prepositions when following instructions.</li> <li>● Asking and responding to why questions.</li> <li>● Listening to stories with increased attention and recall.</li> <li>● Asking and responding to 'why' questions.</li> <li>● Showing interest in the lives of other people or events.</li> <li>● Listening to one another in one-to-one or small groups.</li> </ul>	<p>and discussions.</p> <ul style="list-style-type: none"> <li>● Asking questions to learn more about an event or a task.</li> <li>● Using language to imagine and recreate roles and experiencing in play situations.</li> <li>● Using talk to organise, sequence and clarify thinking, feelings and ideas.</li> <li>● Linking statements and sticking to a main theme or intention.</li> <li>● Remembering key points from a story without needing prompts.</li> <li>● Maintaining attention, concentrating and sitting quietly during appropriate activities.</li> <li>● Responding to instructions involving a two part sequence.</li> </ul>	<p>use of past and present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <ul style="list-style-type: none"> <li>● Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>● Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>● 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.</li> </ul>
<b>Maths</b>	<b><u>Number &amp; Numerical Patterns:</u></b>	<b><u>Number &amp; Numerical Patterns:</u></b>	<b><u>Number &amp; Numerical Patterns:</u></b>

	<ul style="list-style-type: none"> <li>Counting objects to 10 and beginning to count beyond 10.</li> <li>Selecting the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counting out up to six objects from a larger group.</li> <li>Linking the number symbol (numeral) with its cardinal value.</li> <li>Recognising some numerals of personal significance.</li> <li>Begin to use 'teens' to count beyond 10.</li> <li>Beginning to familiarise themselves with the tens structure of the number system;</li> <li>Counting up to three or four objects by saying one number name for each item;</li> </ul> <p><b>SSM:</b></p> <ul style="list-style-type: none"> <li>Talk about the routine of the day and use language like, before and after.</li> <li>Begin to sort objects into sets</li> <li>Making more meaningful pictures, patterns and arrangements with shapes.</li> <li>Using comparative language such as, 'taller', 'shorter' and 'the same';</li> <li>Being more confident in identifying shapes in the environment;</li> <li>Recognising particular shapes that may be useful for certain tasks;</li> </ul>	<ul style="list-style-type: none"> <li>Show a number of fingers together without counting.</li> <li>Estimating how many objects they can see and checking by counting them.</li> <li>Understanding 5,6,7 etc and all manipulations of the number.</li> <li>Counting an irregular arrangement of up to ten objects.</li> <li>Understand addition up to 5 using all combinations. Then 6,7,8,9 and 10.</li> <li>Using the language of 'more and 'fewer' to compare two sets of objects.</li> <li>Finding one more or one fewer from a group of up to five objects, then ten objects.</li> <li>Finding the total number of items in two groups by counting all of them.</li> <li>Beginning to use the vocabulary involved in adding and subtracting including counting on and back.</li> <li>Estimating how many objects they can see and checking by counting them;</li> <li>Beginning to use 'teens' to count beyond 10;</li> </ul> <p><b>SSM:</b></p> <ul style="list-style-type: none"> <li>Recalling the names of some 2D and 3D shapes</li> <li>Ordering and sorting according to simple properties</li> <li>Use the language of direction when programming toys.</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Subitise (recognise quantities without counting) up to 5</li> <li>Automatically recall number bonds for numbers 0 to 10</li> <li>Have a deep understanding of numbers to 10, including the composition of each number;</li> </ul> <p>• Subitise (recognise quantities without counting) up to 5;</p> <p>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts;</p> <p>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>SSM:</b></p> <ul style="list-style-type: none"> <li>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> <li>Create and describe patterns</li> <li>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities;</li> <li>Use money with increasing confidence.</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Harvest</li> <li>I am Special</li> </ul>	<ul style="list-style-type: none"> <li>Stories Jesus heard</li> <li>Stories Jesus told</li> </ul>	<ul style="list-style-type: none"> <li>Special Places</li> <li>Special times</li> </ul>

	<ul style="list-style-type: none"> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Easter</li> </ul>	
<b>UofW</b> History Geography y Science	<u><b>All about me/ Celebrations</b></u> <ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<u><b>Winter Wonderland/ Growing &amp; Farming</b></u> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<u><b>Around the world</b></u> <ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
<b>PSED Jigsaw</b>	<u><b>Being Me in my World</b></u> <ul style="list-style-type: none"> <li>Who...Me?</li> <li>How am I feeling today?</li> <li>Being at School</li> <li>Gentle Hands</li> <li>Our Rights</li> <li>Our Responsibilities</li> </ul> <u><b>Celebrating differences</b></u> <ul style="list-style-type: none"> <li>What am I good at?</li> <li>I'm special, I'm me</li> <li>Families</li> <li>Homes</li> <li>Making friends</li> </ul>	<u><b>Dreams and Goals</b></u> <ul style="list-style-type: none"> <li>Challenge</li> <li>Never giving up</li> <li>Setting a goal</li> <li>Obstacles and support</li> <li>Flight to the future</li> <li>Footprint Awards</li> </ul> <u><b>Healthy Me</b></u> <ul style="list-style-type: none"> <li>Everybody's body</li> <li>We like to move it, move it</li> <li>Food, glorious food</li> <li>Sweet Dreams</li> <li>Keeping Clean</li> </ul>	<u><b>Relationships</b></u> <ul style="list-style-type: none"> <li>My Family and me</li> <li>Make friends, make friends, never break friends</li> <li>Falling out and bullying</li> <li>Being the best friend we can be</li> </ul> <u><b>Changing me</b></u> <ul style="list-style-type: none"> <li>My body</li> <li>Respecting my body</li> <li>Growing up</li> <li>Fun and fears</li> <li>Celebration</li> </ul>

	<ul style="list-style-type: none"> <li>● Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>● Safe Adults</li> </ul>	
<b>PD</b> PE Gross Motor Skills Fine Motor Skills	<ul style="list-style-type: none"> <li>● Knowing that it is good to be active and sometimes getting out of breath.</li> <li>● Standing momentarily on one foot.</li> <li>● Running skillfully whilst negotiating space successfully adjusting speed and direction as needed.</li> <li>● Mounting stairs, steps or climbing equipment using alternative steps.</li> <li>● Drawing lines and circles using gross motor movements.</li> <li>● Holding pencils between thumb and two fingers instead of the whole hand.</li> <li>● Walking downstairs two feet to each step.</li> <li>● Moving freely with confidence in a range of ways.</li> <li>● Showing increasing control when linking movements together.</li> <li>● Beginning to hold the pencil correctly and showing good control.</li> <li>● Copying some letters, especially letters from own name.</li> <li>● Using one handed tools and equipment e.g child scissors.</li> </ul>	<ul style="list-style-type: none"> <li>● Starting to experiment with different types of movements.</li> <li>● Negotiating space carefully.</li> <li>● Jumping off objects safely and carefully.</li> <li>● Beginning to show anti-clockwise movements and retrace vertical lines.</li> <li>● Show a preference for a dominant hand.</li> <li>● Recognising how they can refine a range of physical actions, such as rolling, running and skipping.</li> <li>● Travelling with confidence and skill when moving around, under, over and through various equipment.</li> <li>● Showing increasing control when throwing, catching and kicking a ball.</li> <li>● Handling tools, objects, constructions and malleable materials safely and with increasing control.</li> <li>● Beginning to form recognisable letters.</li> <li>● Using a pencil and holding it effectively to form recognisable letters, especially letters in their own names.</li> </ul>	<ul style="list-style-type: none"> <li>● Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>● Use a range of tools, including scissors, paintbrushes and cutlery.</li> <li>● Moving energetically, such as running, jumping, dancing and skipping and climbing.</li> <li>● Demonstrate strength, balance and coordination when playing.</li> <li>● Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>● Begin to show accuracy and care when drawing.</li> </ul>
<b>EA&amp;D</b> Art & DT Music, Dance and Drama	<ul style="list-style-type: none"> <li>● Beginning to move rhythmically.</li> <li>● Tapping out simple repeated rhythms.</li> <li>● Exploring and learning how sounds can be changed.</li> <li>● Selecting appropriate brush for a given purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>● Exploring and learning how sounds can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>● Sing a range of well-known nursery rhymes and songs.</li> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>

	<ul style="list-style-type: none"> <li>● Using simple tools and techniques competently and appropriately.</li> <li>● Realising that tools can be used for a purpose.</li> <li>● Enjoying joining in with dancing and singing games.</li> <li>● Singing a few familiar songs.</li> <li>● Imitating movement in response to music.</li> <li>● Exploring what happens when they mix colours.</li> <li>● Experimenting with different textures.</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring and learning how sounds can be changed.</li> <li>● Selecting tools and using techniques needed to shape, assemble and join materials they are using.</li> <li>● Safely using and exploring a variety of materials, tools and techniques.</li> <li>● Singing songs, making music and experimenting with ways of changing them.</li> <li>● Beginning to build a repertoire of songs and dances.</li> <li>● Experimenting with colour, design, texture, form and function.</li> <li>● Understanding that different media can be combined to create new effects.</li> </ul>	<ul style="list-style-type: none"> <li>● Make use of props and materials when role playing characters in narratives and stories.</li> <li>● Invent, adapt and recount narratives and stories with peers and their teachers.</li> <li>● Perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.</li> <li>●</li> </ul>
<b>Art &amp; DT (Access Art)</b>	<ul style="list-style-type: none"> <li>● Drawing: Collecting, arranging, drawing.</li> <li>● Collage:Nursery night time collage</li> </ul>	<ul style="list-style-type: none"> <li>● Painting:Imaginary landscapes</li> <li>● Painting:Burton Hathow Ducklings</li> <li>● Painting:Galaxy Painting</li> </ul>	<ul style="list-style-type: none"> <li>● Working in three dimensions: Fruit and Veg heads</li> <li>● Working in three dimensions:Top tips for cardboard creations</li> </ul>
<b>Music (Bolton Music Service)</b>	<ul style="list-style-type: none"> <li>● Tune-in to Talking</li> </ul>	<ul style="list-style-type: none"> <li>● Winter Wonderland (Theme)</li> <li>● Jack and the Beanstalk</li> <li>● (Book)</li> </ul>	<ul style="list-style-type: none"> <li>● Little Red Riding Hood</li> <li>● (Book)</li> <li>● We're going on a Bear Hunt</li> <li>● (Book)</li> </ul>