

2025-2026

Reception

		AUTUMN		SPRING		SUMMER	
<b>RE</b>	<p><b>Branch 1 Creation and Covenant</b> The words and actions of the sign of the cross: Understand God created the world and made each one of us. (Genesis 1:31). God loves us (Laudato Si' 84-88). Baptism.</p> <p><b>Branch 2 Prophecy and Promise</b> The annunciation (Lk 1:26 – 31, 38) The Nativity (Lk 2:4-7) The shepherds visit the manger. (Lk 2:8-20) Shepherds were told by angels to visit baby Jesus.</p>		<p><b>Branch 3 Galilee to Jerusalem</b> The visit of the Magi (Matt 2:112) Jesus blesses the little children (Mk 10:13-16) Feeding the 5000 (Jn 6:114)  Jesus was born for everyone.</p> <p><b>Branch 4 Dessert to Garden</b> A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). The great commandment (Lk 10:25-28).  Caring for others in Lent. Jesus died on the cross. Jesus rose and we celebrate</p>		<p><b>Branch 5 To the ends of the Earth</b> Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47). Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community.</p> <p><b>Branch 6 Dialog and Encounter</b> Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition</p>		
	<b>Topics</b>	<u>All about me</u>	<u>Winter Wonderland</u>	<u>Traditional Tales</u>	<u>Growing</u>	<u>Animals</u>	<u>Journeys</u>
<b>Key Texts</b>	Colour Monster Augustus and his smile We're going on a bear hunt Our class is a family Dark, dark tale	The Gingerbread Man The Jolly Christmas Postman Stickman The Nativity story	The Three Little Pigs The Three Billy Goats gruff Goldilocks and the three Bears Jack and the Beanstalk	Errol's Garden The Hungry Caterpillar The Odd Egg The Easter Story	What the Ladybird heard Dear Zoo/ Poo at the Zoo The Tiger who came to tea The Enormous Crocodile	Naughty Bus Emma Jane's Aeroplane Bring a Hat	

<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>-Follow directions.</li> <li>-Contribute to discussions.</li> <li>-Listen during story time and remember important details.</li> <li>-Take part in class or group discussions with relevant comments.</li> <li>-Talk with both adults and peers, using correct plurals and some tenses.</li> <li>-Ask questions.</li> <li>-Communicate confidently, expressing needs, sharing news, feelings, and ideas while using new words.</li> </ul>	<ul style="list-style-type: none"> <li>-Switch focus from one task to another.</li> <li>-Start following more complex instructions.</li> <li>-Respond to discussions with comments and questions.</li> <li>-Listen in large group settings and remember key points later.</li> <li>-Enjoy participating in conversations and discussions.</li> <li>-Use new vocabulary appropriately.</li> <li>-Use speech in various ways, such as during imaginative play, to think, collaborate, plan with others, and express ideas</li> </ul>	<ul style="list-style-type: none"> <li>-Listen carefully and respond with relevant questions, comments, and actions during reading time, whole-class discussions, and small group interactions.</li> <li>-Share comments.</li> <li>-Engage in conversations, exchanging ideas with their teacher and peers.</li> <li>-Participate in group, class, and one-on-one discussions, sharing their ideas using new vocabulary.</li> <li>-Offer explanations for why things happen, using new vocabulary.</li> <li>-Express ideas and feelings about their experiences in full sentences, using past, present, and future tenses with conjunctions.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>-Can focus in a group briefly and follow instructions.</li> <li>-Talks about feelings and reasons for being upset.</li> <li>-Confidently follows routines with minimal help.</li> <li>-Toilet trained, needs reminders for handwashing and fastenings.</li> <li>-Plays with others without adult support.</li> <li>-Takes turns and shares, sometimes with help.</li> <li>-Makes friends and talks to adults during activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Can label and discuss their own and others' emotions.</li> <li>-Follows complex instructions in small groups but may need visual cues in larger groups.</li> <li>-Completes tasks independently.</li> <li>-Talks about improving skills and shows pride in achievements.</li> <li>-More confident in facing challenges with encouragement.</li> <li>-Follows rules and understands their importance.</li> <li>-Know some ways to stay healthy.</li> <li>-Cooperates with others, listens, shares</li> </ul>	<ul style="list-style-type: none"> <li>-Follows complex instructions in small groups but may need visual cues in larger settings.</li> <li>-Becoming increasingly more independent.</li> <li>-Understands and follows rules, knows right from wrong, and behaves accordingly.</li> <li>-Manages basic hygiene, dressing, and recognises healthy food choices.</li> <li>-Cooperates, listens, shares ideas, and resolves conflicts with words.</li> <li>-Takes turns, forms friendships, and shows sensitivity to others' needs.</li> </ul>

		<p>ideas, and takes advice to resolve conflicts.</p> <ul style="list-style-type: none"> <li>-Uses words to resolve disagreements and takes turns in group activities.</li> <li>-Recognises others' feelings and responds appropriately.</li> </ul>	<p>-Confidence to try new activities and shows independence, resilience, and perseverance.</p>
<p><b>Physical Development</b></p>	<p><b>Movements and Ball Skills.</b></p> <ul style="list-style-type: none"> <li>-Moving bodies with more skill and precision, speed and directions.</li> <li>-Spatial awareness.</li> <li>-Gross motor skills for balancing, jumping, running, throwing and kicking.</li> </ul>	<p><b>Gymnastics and Movement to Music. Team games.</b></p> <ul style="list-style-type: none"> <li>-Basic Skills: Engage in jumping, rolling, and balancing activities.</li> <li>-Movement Exploration: Practise simple movements like forward rolls and balances.</li> <li>-Equipment Use: Utilise colourful mats and small apparatus for safe practice.</li> <li>-Emphasise teamwork, listening, and following instructions.</li> <li>-Physical Development: Build strength, flexibility, and confidence.</li> </ul>	<p><b>Multi-Skills Athletics</b></p> <ul style="list-style-type: none"> <li>-Experience a range of different types of sports.</li> <li>- Foster teamwork and cooperation.</li> <li>-Activities: Partner games and group challenges.</li> <li>-Increase self-esteem through skill mastery.</li> <li>-Activities: Individual skill challenges and mini competitions.</li> <li>-Learn basic rules and the importance of sportsmanship.</li> <li>-Team games with simple rules and discussions on fair play.</li> <li>-Improve attention span and ability to follow instructions.</li> <li>-Prepare for sports day games.</li> </ul>
<p><b>Literacy</b></p> <p>See Whole School Progression Literacy Curriculum Map</p>	<p><b>Phonics</b></p> <p>We will be learning phase 2 sounds and learning to segment and blend to read simple CVC words and captions. Tricky words will be introduced.</p> <p><b>Writing</b></p> <p>Write name and labels</p>	<p><b>Phonics</b></p> <p>We will be consolidating understanding of <b>phase 2</b> sounds before moving onto <b>phase 3</b>. Phase 3 learning to read longer words and words with double letters such as ladder, ribbon and lemon.</p>	<p><b>Phonics</b></p> <p>We will be consolidating understanding of <b>phase 2 and 3</b> sounds before moving onto <b>phase 4</b>. We will continue learning to read longer words and words with double digraphs. Children will be focussing on writing independent <b>sentences</b> and</p>

	<ul style="list-style-type: none"> <li>-Drawing pictures of themselves and their own families and using initial sounds to label.</li> <li>-Story Sequencing and labels.</li> <li>Identify initial sound on a sound mat and write labels</li> <li>-Describe a character</li> <li>-Write simple word labels or phrases on a story map</li> <li>-Writing a caption</li> <li>-Children use initial sounds and begin to use tricky words I, go, to and names to write a caption e.g. I go to play, I can sing.</li> <li>-Introduce sentence writing using capital "I".</li> <li>-Write a list</li> </ul>	<p>Children are being introduced to writing <b>sentences</b> and using their own knowledge to <b>segment</b> words and attempt to spell them using a sound mat.</p> <p>Both groups are focussing on learning their <b>tricky words</b>.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Write a simple caption for a character</li> <li>-Using phonics,</li> <li>-Write a short caption in a speech bubble.</li> <li>-Write a poster</li> <li>-Write a letter</li> <li>-Write a set of Instructions</li> <li>-Begin to independently write short phrases to describe images.</li> <li>-Create a book with images and simple captions/phrases to retell.</li> <li>-Write a recount</li> <li>-Write names and messages.</li> </ul>	<p>using their own knowledge to <b>segment</b> words and attempt to spell independently. We will also be looking at capital letters, finger spaces and full stops. We are focussing on learning to spell <b>tricky words</b>.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Design a map and mark directions.</li> <li>-Create a story sequence and write captions for each picture.</li> <li>-Write a letter</li> <li>-Write a sentence asking a question (use a ?)</li> <li>-Create a postcard</li> <li>-Write a story ending</li> <li>-Write full sentences using capital letter and full stop,</li> <li>-Create your own story book</li> <li>-Create an invitation.</li> </ul>
<p style="text-align: center;"><b>Maths</b> See Whole School Progression White Rose Curriculum Map</p>	<ul style="list-style-type: none"> <li>-Getting to know you</li> <li>-Match, sort and compare</li> <li>-Talk about measure and patterns</li> <li>- Numbers 1, 2, 3, 4, 5</li> <li>-Circles and triangles</li> <li>-Shapes with 4 sides</li> </ul>	<ul style="list-style-type: none"> <li>-Mass and capacity</li> <li>-Representing numbers 1-10</li> <li>-Length, height and time</li> <li>-Building a deeper understanding of numbers to 10</li> <li>-Exploring part, part whole methods</li> <li>-Exploring 3D shapes</li> <li>-Composition of numbers to 10</li> </ul>	<ul style="list-style-type: none"> <li>-To 20 and beyond</li> <li>-More and less</li> <li>-Manipulate, compose and decompose numbers to 20</li> <li>-Sharing and grouping numbers to 20</li> <li>-Visualise, build and map</li> <li>-Making connections between numbers</li> <li>-Consolidating all learning</li> </ul>

<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>-Explore the people, places, and routines that are important in our lives.</li> <li>-Learn about our school community and develop a sense of belonging.</li> <li>-Discover similarities and differences between ourselves and others.</li> <li>-Talk about our families, traditions, celebrations, and special events.</li> <li>-Observe changes in the natural world during the autumn season.</li> <li>-Investigate seasonal changes through outdoor exploration and first-hand experiences.</li> <li>-Use simple maps and photographs to explore familiar environments.</li> <li>-Develop an awareness of the past by discussing personal experiences and events.</li> <li>-Learn how to care for our environment and show respect for living things.</li> <li>-Reflect on our feelings, relationships, and how our actions affect others.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the fascinating world of animals and their habitats.</li> <li>-Discover where different animals live and how they survive in their environments.</li> <li>-Use interactive maps to investigate our local area.</li> <li>-Make meaningful connections between the places we see and the community in which we live.</li> <li>-Observe the incredible changes that take place as plants grow.</li> <li>-Learn how the seasons influence the world around us.</li> <li>-Reflect on our own behaviour and actions.</li> <li>-Consider how our choices can affect both ourselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the people, places, and routines that are important in our lives.</li> <li>-Learn about our school community and develop a sense of belonging.</li> <li>-Discover similarities and differences between ourselves and others.</li> <li>-Talk about our families, traditions, celebrations, and special events.</li> <li>-Observe changes in the natural world during the autumn season.</li> <li>-Investigate seasonal changes through outdoor exploration and first-hand experiences.</li> <li>- Use simple maps and photographs to explore familiar environments.</li> <li>-Develop an awareness of the past by discussing personal experiences and events.</li> <li>-Learn how to care for our environment and show respect for living things.</li> <li>-Reflect on our feelings, relationships, and how our actions affect others.</li> </ul>
<p><b>Expressive Art and Design</b></p>	<ul style="list-style-type: none"> <li>-Self portraits</li> <li>-Collage and Mixing Colours</li> <li>-Patterns</li> <li>-Sensory Art</li> <li>-Role Play Stories</li> <li>-Creation Collage</li> <li>-Christmas Nativity</li> <li>-Vincent Van Gough- Sunflowers</li> </ul>	<ul style="list-style-type: none"> <li>-Make own wolf proof houses</li> <li>-Design and make own bridges with materials</li> <li>-Grow own Beanstalk</li> <li>-Easter Art Card</li> <li>-Caterpillars out of Clay</li> <li>-Role Play and Retell Stories</li> <li>-Wassily Kandinski- Circles</li> </ul>	<ul style="list-style-type: none"> <li>-Creating graduation hats.</li> <li>-Crocodiles with egg cartons.</li> <li>-Farm scene.</li> <li>-Creating paint stamps.</li> <li>-Animal patterns.</li> <li>-Creating tea pots and stands.</li> <li>-Symmetrical patterns.</li> <li>-Songs and rhymes for celebrations.</li> </ul>