



## Curriculum Overview Year Reception 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading</b>	<p><b>Phonics phase2 -</b>  <b>Read individual letters by saying the sounds for them and blend them into the words</b>  <b>Using Collins phonics book</b>            s a t p i n m d g o c k            c k e u r h b f l            Tricky words            Is I the</p>	<p><b>Phonics phase2 -</b>  <b>Read individual letters by saying the sounds for them and blend them into the words, reading phrases and simple sentences.</b>  <b>Using Collins phonics book</b>            ff ll ss j v w x y z            zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk            Tricky words            put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p><b>Phonics phase3 -</b>  <b>Read individual letters, digraphs, trigraphs by saying the sounds for them and blend them into the words, reading phrases and simple sentences.</b>  <b>Using Collins phonics book</b>            ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words</p>	<p><b>Phonics phase3 -</b>  <b>Read individual letters, digraphs, trigraphs by saying the sounds for them and blend them into the words, reading long sentences.</b>  <b>Using Collins phonics book</b>  <b>Review</b> ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s</p>	<p><b>Phonics phase4 -</b>  <b>Read individual letters, digraphs, trigraphs by saying the sounds for them and blend them into the words, reading long sentences.</b>  <b>Using Collins phonics book</b>            short vowels            CVCC, short vowels            CVCC            CCVC, short vowels            CCVCC            CCCVC            CCCVCC            longer words, longer words            compound words, root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est            Tricky words</p>	<p><b>Phonics phase4 -</b>  <b>Read individual letters, digraphs, trigraphs by saying the sounds for them and blend them into the words, reading long sentences.</b>  <b>Using Collins phonics book</b>            long vowel sounds            CVCC CCVC, long vowel sounds            CCVC CCCVC            CCV CCVCC,            Phase 4 words ending -s /s/            Phase 4 words ending -s /z/            Phase 4 words ending -es longer words, Phase 4 words ending -s /s/ Phase 4 words</p>



				words ending -s words with -es at end /z/	said so have like some come love do were here little says there when what one out today	ending -s /z/ Phase 4 words ending -es longer words, Phase 4 words ending in: -s /s/, -s /z/, -es longer words
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<p><b>Writing</b></p>	<p>Writing CVC words</p> <p>Handwriting practise</p> <p>Writing names</p> <p><u>Focus book:</u> Anansi the spider' by Gerald McDermott</p> <p><u>Writing outcome:</u> Labels and captions, booklets about spiders</p>	<p>Writing CVC words</p> <p>Handwriting practise</p> <p><u>Focus book:</u> Look up!' by Nathan Bryon and Dapo Adeola</p> <p>Sings and label, thoughts bubbles, own narrative</p> <p><u>Focus book:</u> I am Henry Finch by Alexis Deacon</p> <p><u>Writing outcome:</u> List, commands, guidebook 'How to think'</p>	<p>Writing caption and phrases</p> <p>Handwriting practise</p> <p><u>Focus book:</u> 'Super Milly' by Stephanie Clarkson</p> <p>Retelling, job application</p> <p><u>Focus book:</u> 'I will not ever never eat a tomato' by Lauren Child</p> <p><u>Writing outcome:</u> Statements</p> <p>Shopping list</p>	<p>Writing sentences</p> <p>Handwriting practise</p> <p><u>Focus book:</u> 'The tiny seed' by Eric Carle</p> <p><u>Writing outcome:</u> Labels, captions</p> <p><u>Focus book:</u> The Extraordinary Gardener by Sam Boughton</p> <p><u>Writing outcome:</u> Letter of advice</p> <p>Leaflet</p>	<p>Writing sentences</p> <p>Dictation</p> <p><u>Focus book:</u> 'Weirdo' by Zadie Smith and Nick Laird</p> <p><u>Writing outcome:</u> Posters, instructions, leaflets</p> <p><u>Focus book:</u> 'The night pirates' by Pete Harris and Deborah Allwright</p> <p><u>Writing outcome:</u> Labels, captions.</p> <p>Guide</p>	<p>Writing sentences</p> <p>Dictation</p> <p><u>Focus book:</u> 'And Tango makes three' by Justin Richardson and Peter Parnell</p> <p><u>Writing outcome:</u> New baby cards, alternative version</p> <p><u>Focus book:</u> 'Oi frog!' by Kes Gray and Jim Field</p> <p><u>Writing outcome:</u> Rhyming book, Questions</p>
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<p><b>Maths</b></p>	<p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Explore the composition of numbers to 10.</p>	<p>Compare numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond ten</p>	<p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Compare length, weight and capacity.</p>
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<p><b>Communication and language</b></p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Learn rhymes, poems and songs.</p>	<p>Develop social phrases. Engage in Storytimes. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. 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>Connect one idea or action to another using a range of connectives. Describe events in some detail. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
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<p><b>Understanding the World</b></p>	<p>Name and describe people who are familiar to them. Describe what they see, hear and feel whilst outside</p>	<p>Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Understand that some places are special to members of their community.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Compare and contrast characters from stories, including figures from the past Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Comment on images of familiar situations in the past. Draw information from a simple map.</p>	<p>Recognise some environments that are different from the one in which they live. Explore the natural world around them.</p>
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<p><b>Expressive arts and design</b></p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.          Kapow – Me!          Music and movements</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.           Develop storylines in their pretend play.           Kapow – My stories!          Music and movements</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.          Kapow – Everyone!          Music and movements</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.          Kapow – Our World!          Music and movements</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.          Kapow – Big Bear Fank          Music and movements</p>	<p>Create collaboratively, sharing ideas, resources and skills.           Explore and engage in music making and dance, performing solo or in groups.           Kapow – <i>Reflect, Rewind and Replay</i>           Music and movements</p>
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<b>PSHE</b>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations



<p><b>PD</b></p>	<p>Revise and refine the fundamental movement skills they have already acquired: • walking • running</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>Revise and refine the fundamental movement skills they have already acquired: • climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling • crawling</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p>	<p>Revise and refine the fundamental movement skills they have already acquired: • hopping</p> <p>Combine different movements with ease and fluency.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: skipping/ jumping</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: • climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>
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