



## Curriculum Framework Overview Reception (2025/26)

### Curriculum Drivers

**Culture** – growth mindset, high standards, aspirational

**Diversity** – celebrating the diversity of the community with strong PSHE and SMSC curriculums

**Environment** – independent learning, extensive vocabulary, incidental learning, developing cultural capital

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project</b>	Me and My Community	Exploring Autumn  Sparkle and Shine	Winter Wonderland	Amazing Animals	The Great Outdoors	Big Wide World
<b>Cultural Capital</b>	Reception showcase	Autumn walk	Winter Wonderland day	Animal man visit  Visit from the vet	Camping day- Tent, shelter making and	Aeroplane themed day- flying to a

	<p>People who help us visitors</p> <p>Diwali day- Food tasting, Mehndi, crafts and Bollywood dancing</p>	<p>Santa Safari- Safari Park</p> <p>Christmas craft workshop</p> <p>Christmas nativity play</p>		<p>Trip to Ash End House Children's Farm</p>	<p>toasting marshmallows</p>	<p>different country each week</p> <p>Airport staff visitor</p> <p>Visiting year 1 classes</p> <p>Graduation ceremony</p>
<b>Topic Titles</b>	<b>Me and My Community</b>	<b>Exploring Autumn</b>	<b>Winter Wonderland</b>	<b>Amazing Animals</b>	<b>The Great Outdoors</b>	<b>Big, Wide World</b>
<b>Focus Text</b>	Little Red Hen	Stickman	The Gruffalo's Child	The Three Little Pigs	Jack and the Beanstalk	We're Going on a Lion Hunt
<b>Literacy - Reading</b>	<p>Recap the meaning of print</p> <p>Rhyming</p> <p>Clapping syllables in words</p> <p>Oral blending CVC/CVCC words (Fred games)</p> <p>Beginning to read initial sounds/CVC words</p>		<p>RWI set 1 and 2 sounds (dependent on the child's phonics group)</p> <p>Reading CVC/CVCC words</p> <p>Beginning to read some common exception words</p> <p>Begin to read captions and short sentences in books (dependent on the child's phonics group)</p>		<p>RWI set 2 and 3 sounds (dependent on the child's phonics group)</p> <p>Reading longer words</p> <p>Confidently read decodable books by blending in their head (Fred in your head) and saying the sentence out loud.</p> <p>Reading with increased fluency</p> <p>Using expression when reading</p>	

	<p>Recognising words with the same initial sound</p> <p>Daily story voting (reading for pleasure)</p> <p>RWI set 1 sounds</p> <p>Learn and use new vocabulary acquired in this terms focus texts</p>	<p>Blending in their head (Fred in your head)</p> <p>Begin to read with expression</p> <p>Reading comprehension skills</p> <p>Daily story voting (reading for pleasure)</p> <p>Learn and use new vocabulary acquired in this terms focus texts</p>	<p>Engaging in both fiction and non-fiction texts</p> <p>Daily story voting (reading for pleasure)</p> <p>Learn and use new vocabulary acquired in this terms focus texts</p>
<b>Literacy - Writing</b>	<p>Write their name</p> <p>Write the initial sounds in words</p> <p>Write some sounds accurately by orally segmenting phonemes in CVC words</p> <p>Drawing- giving meaning to marks</p> <p>Labelling pictures</p> <p>Drawing story maps for this terms focus texts</p> <p>Practising early writing through role play e.g. shopping lists (writing for a purpose)</p> <p>Writing a simple list e.g. Christmas list</p>	<p>Writing most lowercase letters with the correct formation</p> <p>Writing CVC/CVCC words independently</p> <p>Beginning to write longer words by using their Fred fingers</p> <p>Writing captions using finger spaces with confidence</p> <p>Beginning to write simple sentences</p> <p>Beginning to use common exception words in sentence writing</p> <p>Drawing story maps for this terms focus texts</p>	<p>Forming both upper and lowercase letters correctly</p> <p>Confidently writing sentences with capital letters, finger spaces and full stops</p> <p>Confidently using common exception words when writing sentences</p> <p>Drawing story maps for this terms focus texts</p> <p>Sequencing events</p> <p>Summer 1- Instructions and non-fiction facts- how to plant a seed</p>

			<p>Speech bubbles for the characters in the story</p> <p>Descriptive writing about the characters</p> <p>Spring 2- Non-fiction writing about animals</p> <p>Spring 2- Writing a recount of our farm visit</p>		<p>Summer 2- Storybook for We're Going on a Lion Hunt</p> <p>Summer 2- Writing postcards</p> <p>Summer 2- Non-fiction writing for places the children have visited</p>	
<b>Drawing Club</b>	<p>Focus texts:</p> <p>Week 3- The Little Red Hen</p> <p>Week 4- Three Billy Goats Gruff</p> <p>Week 5- We're Going on a Bear Hunt</p> <p>Week 6- Goldilocks</p> <p>Week 7- Meg and Mog</p> <p>Week 8- Dipal's Diwali (Twinkl story)</p>	<p>Focus texts:</p> <p>Week 1- Sparks in the Sky (Twinkl story)</p> <p>Week 2- Ruby's Worry</p> <p>Week 3- We're Going on a Leaf Hunt</p> <p>Week 4- Perfectly Norman</p> <p>Week 5- We're Going on a Sleigh Ride</p> <p>Week 6- Elmer's Christmas</p> <p>Week 7- Father Christmas Comes up Trumps</p>	<p>Focus texts:</p> <p>Week 1- The Great race</p> <p>Week 2- Lunar new year</p> <p>Week 3- The snow thief</p> <p>Week 4- Not Now Bernard</p> <p>Week 5- The Gingerbread Man</p> <p>Week 6- Slug in Love</p>	<p>Focus texts:</p> <p>Week 1- Life Size Baby Animals</p> <p>Week 2- Super worm</p> <p>Week 3- Dear Zoo</p> <p>Week 4- Little Red Riding Hood</p> <p>Week 5- Room on the Broom</p>	<p>Focus texts:</p> <p>Week 1- Jasper's Beanstalk</p> <p>Week 2- The Enormous Turnip</p> <p>Week 3- Jack and the Incredibly Meanstalk</p> <p>Week 4- The Magic Porridge Pot</p> <p>Week 5- Hansel and Gretel</p> <p>Week 6- The White Hen and the Fox</p>	<p>Focus texts:</p> <p>Week 1- A Ticket Around the World</p> <p>Week 2- Lily and Baa in Paris</p> <p>Week 3- The Boy Who Sailed the World</p> <p>Week 4- Handa's Surprise</p> <p>Week 5- We Catch the Bus</p> <p>Week 6- Pip and Posy at the Seaside</p> <p>Week 7- What the Ladybird Heard at the Seaside?</p>

Maths	Number	Number	Number	Number	Number	Number
	Showing awareness of early subitising-recognising 3	Continues to be aware of subitising with numbers to 5	Counts objects, actions and sounds	Counts objects, actions and sounds	Can recognise subitising to 5 and beyond	Can recognise subitising to 5 and beyond
	Reciting numbers to 10	Counting objects, actions and sounds	Can recognise subitising to 5	Can recognize subitising to 5	Says the number bonds to 5 and then 10	Says the number bonds to 5 and then 10
	Representing numbers on their fingers	Represents numbers to 10 on their fingers	Begins to order numbers	Orders numbers to 10	Can say doubling facts	Can say doubling facts
	Begins to make marks to represent numbers	Counts to 10 and beyond	Begins to count to 20	Begins to count to 20	Verbally counts to 20	Verbally counts to 20
	Compares more than and fewer than	Compares numbers	Continues to compare numbers	Continues to compare numbers	Compares qualities up to 10 in different contexts	Compares qualities up to 10 in different contexts
			Can begin to say one more/less with numbers to 10	Can begin to say one more/less with numbers to 10	Can recognise when an amount is greater than, less than or the same as other quantities	Can recognise when an amount is greater than, less than or the same as other quantities
			Begins to recall number bonds to 10	Can recall number bonds to 10	Begins to recognise odd and even numbers	Begins to recognise odd and even numbers

	Shape, space and measure	Shape, space and measure	Shape, space and measure	Shape, space and measure	Shape, space and measure	Shape, space and measure
	<p>Begins to talk about 2D shapes</p> <p>Understanding positional language</p>	<p>Names and describes 2D shapes</p> <p>Uses positional language</p> <p>Makes comparisons relating to size, length, weight and capacity</p> <p>Combines shapes to create new ones</p> <p>Recognises patterns around them e.g. spotty.</p> <p>Creates simple patterns</p>	<p>Names and describes 2D and some 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p> <p>Begin to recognise that shapes can have other shapes within them</p>	<p>Names and describes 2D and 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p> <p>Begin to recognise that shapes can have other shapes within them</p> <p>Compares weight, length and capacity</p>	<p>Names and describes 2D and 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p> <p>Begin to recognise that shapes can have other shapes within them</p> <p>Compares weight, length and capacity</p>	<p>Names and describes 2D and 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p> <p>Begin to recognise that shapes can have other shapes within them</p> <p>Compares weight, length and capacity</p>

	White Rose  Match, sort and compare (week 3/4) Numbers 1-3 (week 5/6) Numbers to 5 (week 7/8)	White Rose  Numbers to 5 recap (week 1) Measure- capacity, weight, size (week 2/3) Circles and triangles (week 4) Shapes with 4 sides (week 5) Pattern/consolidation numbers to 5 (week 6)  Consolidation and assessment (week 7)	White Rose  Alive in 5 (recap numbers to 5- 2 weeks) Growing 6/7/8 (3 weeks) Length (1 week) Assessment	White Rose  Growing 6/7/8 consolidation (1 week) Building 9/10 (3 weeks) Height (1 week) Assessment	White Rose  To 20 and beyond (3 weeks) 3D shape (1 week) Time (1 week) 1 week consolidation/ Assessment- What are the priorities for the last term?	White Rose  How many now? (2 weeks) Sharing/grouping (2 weeks) 3 weeks consolidation/ misconceptions
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	Gross Motor (movement, balancing, riding, and ball skills, moving in a variety of ways - rolling, crawling, walking, jumping, running, hopping, skipping and climbing, developing fluency in movements)  Fine Motor	Gross Motor (developing body-strength, balance, co-ordination, and agility, developing ball skills-throwing, catching, kicking, passing, batting and aiming, dance and gymnastics, using large and small apparatus indoors and outdoors)  Fine Motor		Gross Motor (negotiating spaces and obstacles with consideration for themselves and others, developing strength, balance and co-ordination when playing, sports day)  Fine Motor (holds a pencil for fluent writing using the tripod grip, uses small tools including		

	<p>(holding a pencil with a comfortable grip, choosing a dominant hand, using scissors and beginning to write letters, using paintbrushes, scissors, knives, forks and spoons)</p> <p><b>Health and Self-care</b></p> <p>(begins to be aware of the need for exercise, healthy eating, brushing teeth, a sensible amount of screen time, good sleep routines and being a safe pedestrian)</p>	<p>(using pencils for drawing and writing, using paintbrushes, scissors, knives, forks and spoons, developing a handwriting style which is fast, accurate and efficient)</p> <p><b>Health and Self-care</b></p> <p>(further develop the skills they need to manage the school day successfully- lining up, mealtimes and personal hygiene)</p>	<p>scissors, paintbrushes and cutlery, shows accuracy and care when drawing)</p> <p><b>Health and Self-care</b></p> <p>(further develop the skills they need to manage the school day successfully- lining up, mealtimes and personal hygiene, sun safety)</p>
<b>Understanding of the World</b>	<p><b>Autumn 1 - Me and my Community</b></p> <p>Transition and settling in</p> <p>Marvellous Me</p> <p>Something Special</p> <p>Me and my Family- Family Tree</p> <p>Our Community</p> <p>People Who Help Us- Visitors Paramedic, firefighters and police officer</p> <p>Week 8 Parent Showcase</p>	<p><b>Spring 1 - Winter Wonderland</b></p> <p>WOW day- Winter Wonderland day Introduction to our new topic. What is winter? What is the weather like in winter? What clothes should we wear in winter?</p> <p>Arctic animals</p> <p>Making bird feeders</p> <p>Exploring and describing ice</p> <p>Making ice</p> <p><b>Spring 2 – Amazing Animals</b></p> <p>WOW day- Animal man visit</p>	<p><b>Summer 1 - The Great Outdoors</b></p> <p>WOW day- camping experience. What activities do we like to do outdoors?</p> <p>What season are we in now?</p> <p>Exploring planting seeds</p> <p>Observing seed growth. How do we look after our seeds?</p> <p>Writing instructions for planting a seed</p> <p>Parts of a flower</p> <p>Minibeasts</p>



	<p>Autumn 2 - Exploring Autumn</p> <p>Introduction to Autumn</p> <p>What is autumn? What is the weather like in autumn?</p> <p>Autumn walk</p> <p>Autumn themed crafts and activities</p> <p>Sparkle and Shine</p> <p>WOW day- Bonfire Night</p> <p>Remembrance Day</p> <p>Children in Need</p> <p>Introduction to advent</p> <p>How do we celebrate Christmas?</p> <p>Christmas nativity</p> <p>Christmas craft workshop with parents</p>	<p>Safari animals</p> <p>Farm animals</p> <p>Farm visit</p>	<p>Summer 2 - Big Wide World</p> <p>WOW day- Aeroplane experience with passports. Explore Google Earth</p> <p>Visit to France</p> <p>Visit to Africa</p> <p>Visit to Brazil</p> <p>Visit to Iceland</p> <p>Visit to Australia</p> <p>Fly back to London- Explore our capital city</p> <p>Parent showcase</p>
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<p><b>Expressive Arts and Design</b></p>	<p><b>Autumn 1- Drawing and Painting</b></p> <p>Children draw with increasing complexity e.g. adding facial features to a circle shape</p> <p>Explore colour and colour mixing</p> <p><b>Autumn 2 - Clay and Collage</b></p> <p>Uses tools confidently for specific purposes (keeping an outcome in mind)</p> <p>Christmas play- singing and performing a role</p>	<p><b>Autumn 1 - Singing</b></p> <p>Encourage children to sing in a group or on their own, matching the pitch and melody</p> <p><b>Autumn 2 - Dance/performance</b></p> <p>Children express their feelings and responses through dance and performance arts.</p>	<p><b>Autumn 1 – Performance</b></p> <p>Using props and materials to create stories</p> <p>They invent, adapt and recount narratives</p> <p><b>Autumn 2 – Project</b></p> <p>Children decide on something they want to make, design, make and explain the process they had to complete</p>
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