



Reception Curriculum Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Knowledge and Skills	<p>Listening to and hearing initial sounds in familiar words. (Au1)</p> <p>They write their name. (Au1)</p> <p>Transitional writing with spaces in between to resemble words. (Au1)</p> <p>Initial sounds are mostly correct. (Au1)</p> <p>Write some letters accurately. (Au1)</p> <p>To know the first 16 single letter sounds. (Au1)</p> <p>Listen to familiar stories and be able to recall some facts. (Au1)</p> <p>To identify sounds on a sound mat. (Au1)</p>	<p>Listening to and hearing sounds in CVC words. (Au2)</p> <p>Children are using single letter sounds to segment to begin spelling CVC words.</p> <p>Children use increasing consistency in forming letters using taught mnemonics (Au2)</p> <p>Can oral blend CVC words. (Au2)</p> <p>To use their core muscle strength to achieve good posture at a table or on the floor. (PD - Au2)</p> <p>To develop their small motor movements so that they can use a range of tools competently e.g. paintbrushes, scissors, knives, forks and spoons (PD – Au2)</p> <p>To know most or all single letter set 1 sounds. (Au2)</p> <p>To recall mnemonics to support handwriting (Au2)</p>	<p>Children are attempting to write in meaningful contexts, sometimes linking words together and breaking the flow of speech into words. (Sp1)</p> <p>They write labels with increasing accuracy. (Sp1)</p> <p>Forming most single letters correctly. (Sp1)</p> <p>Blending to read CVC words. (Sp1)</p> <p>To know all single letter sounds. (Sp1)</p> <p>Listens to stories and is beginning to innovate with support. (Sp1)</p>	<p>Children use set 1 sounds, supported by sound mats to attempt to write sentences. (Sp2)</p> <p>To begin, form lower case and begin to form capital letters correctly. (Sp2)</p> <p>Read simple phrases and sentences. (Sp2)</p> <p>Match some lowercase and uppercase letters. (Sp2)</p> <p>Read Set 1 special friends. (Sp2)</p> <p>Begin to show an awareness of capital letters. (Sp2)</p> <p>Read a few common exception words. (Sp2)</p> <p>Begin to anticipate key events in stories. (Su2)</p> <p>Use recently introduced vocabulary in discussions and role play. (Su1)</p>	<p>Children write simple sentences with increasing accuracy. (Su1)</p> <p>Writing sometimes starts with a capital letter and ends with a full stop. (Su1)</p> <p>Match some lowercase and uppercase letters. (Su1)</p> <p>Read cvcc words and alien words. (Su1)</p> <p>Begin to show an awareness of capital letters and full stops (Su1)</p> <p>Words are spelt correctly or are phonetically plausible. (Su1)</p> <p>Begin to retell stories and narratives using their own words and recently taught vocabulary. (Su1)</p> <p>Use recently introduced vocabulary in discussions and role play. (Su1)</p>	<p>Write simple phrases and sentences that can be read by themselves and others. (Su2)</p> <p>Read simple sentences aloud. (Su2)</p> <p>Write recognisable letters, most of which are correctly formed. (Su2)</p> <p>Match lowercase and uppercase letters. (Su2)</p> <p>Read all single letters and special friends sh, th, qu, ch, ng, nk, ff, ll, ss, ck. (Su2)</p> <p>Read some red words. (Su2)</p> <p>Retell stories and narratives using their own words and recently taught vocabulary. (Su1)</p> <p>Anticipate key events in stories. (Su2)</p> <p>Use and understand recently introduced vocabulary in discussions and role play. (Su1)</p>

		<p>Knows how to sequence familiar stories. (Au2)</p> <p>To identify sounds on a sound mat and to use this when writing. (Au2)</p>				
RWI Progression (end of each half term)	<u>Group B</u> Recall the first 16 single letter sounds. No oral blending	<u>Group C</u> Recall most single letter sounds. Oral blending	<u>Ditty</u> Recall all single letter sounds. Oral blending Blending to read CVC words	<u>Red</u> Recall all set 1 sounds including special friends Blending to read CVC words. Blending to read alien CVC alien words	<u>Green</u> Recall all set 1 sounds including special friends Read 1.6/1.7 words Read CVCC alien words Alien words containing special friends.	<u>Green/Purple</u> Recall all set 1 sounds including special friends Read 1.6/1.7 words Read CVCC alien words Alien words containing special friends.
Maths	Just like me- Compare amounts Rote counting to 10 Recap of the 5 basic counting principles : 1:1 correspondence, cardinality, stable order, abstraction and order irrelevance principle. Fiveness of five One More One Less Composition of 6 Composition of 7 Comparing Size	Composition of 8 Composition of 9 Composition of 10 Pattern Shape- circle, triangle, square, rectangle Recap 0-10	Equal and unequal groups = 1 more 0-5 1 less 0-5 1 more 5-10 Comparing and ordering numbers to 10 - One more/One less (Number staircase) 1 less 5- 10 Comparing and ordering numbers to 10 - One more/One less (Number staircase) Number bonds to 5	Exploring numbers within 10 Exploring the link between numbers within 10 (number bonds to 10) and numbers within 5 (number bonds to 5) Doubling Even/Odd numbers Sharing and extend odd and even	Rote counting beyond 20 Number bonds to 5 with addition = Rote counting beyond 20 Number bonds to 5 with subtraction = Shape Doubling Recap odd/even Number bonds to 10	Adding More - Recap of one more, first, then now and introduction to counting on. Taking Away - Recap of one more, first, then, now. Grouping and Sharing Doubling / Odd and even Compose and Decompose To 20 and Beyond Patterns and Relationships
History	<ul style="list-style-type: none"> ● Use language associated with time – today, tomorrow, yesterday, week, month, year ● Understand and speak about events in past, present, future. ● Order a sequence of up to 5 events. ● Discuss why some objects are old and new. 					

Geography	<ul style="list-style-type: none">Understand the concept of the world and that different people live in different placesIdentify similarities and differences in different environmentDevelop understanding of locational knowledge – town, city, river, country, villageTo know where they liveDevelop understanding of transport and make links – e.g. cars –road, train – tracksHave basic knowledge of a map and what it is used for. Link to science visit to a farm, ducks at a park.					
Science		Down on the farm Animals and their habitats .			Life cycle of mini-beasts What plants need to grow	
PSHE	SPARKLE Rules and routines Risk assessments Aspirations Belonging Relationships - family, friends (anti-bullying week) Road Safety		Looking after myself Sharing Listening to each other Likes and dislikes - Trying new things Oral Hygiene		Recognising and Understanding feelings Well-being Transition to year 1	
	Ongoing - manners, taking turns, making friends, feelings, following the school rules, listening skills, respect, sitting for longer periods, sharing, responsibility, hygiene					
Music	EXPRESSIVE ARTS AND DESIGN <ul style="list-style-type: none">Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Art	Shows an awareness of art, becoming more confident to articulate their thoughts on art pieces and is beginning to articulate what they like and do not like. Uses a variety of tools with accuracy and confidence carefully matching the tool to the correct job eg. a fine paintbrush for adding detail Produce recognisable drawings of people and objects starting to draw with precision and increasing detail. Confidence in using language of colour and mixing colours to make new. Uses their toolbox of discrete skills (e.g. collage, printing) to create art, selecting the most appropriate technique to achieve the effect they have planned.					
DT	Children’s experiences of Design and Technology in the Early Years will include: Designing by talking about what they intend to do, are doing and have done; saying who and what their products are for; drawing what they have made with some children drawing what they are going to make before they make it; opportunities to make their own choices and to discuss why they made those choices; learning procedures for safety and hygiene; developing practical skills and techniques using a range of materials, including food, textiles and construction materials; developing their knowledge and understanding in relation to mechanisms, structures, food and textiles; exploring and using a range of construction kits; asking questions about a range of existing products; exploring the designed and made world through the indoor and outdoor environment and through role play; and learning and using appropriate technical vocabulary.					
PE	Spatial navigation	Yoga	Dance	Gymnastics	Ball skills	Sports Day Preparation -
R.E.	Unit 1 Why is the word God so important to Christians? (Creation)	Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is	Unit 3 Being special: where do we belong? (Thematic)	Unit 4 Why do Christians put a cross on their Easter	Unit 5 Which places are special and why?	Unit 6 Which stories are special and why? (Thematic)

		Christmas special for Christians?) (Incarnation)		Garden? (Why is Easter special to Christians?) (Salvation)	(Thematic)	
Computing	Technology in continuous provision Use technology in the environment e.g. recording boxes, microphones, metal detectors, Beebots, and white board. Mini Mash					