Reception Long Term Plan 2026–2027

At St Nicholas Catholic Primary School, our Reception curriculum is designed to develop confident communicators, independent learners and curious thinkers. It is carefully sequenced to build from children's prior experiences and immediate environment, supporting them to develop secure foundations across all areas of learning.

Many children enter Reception with communication and language skills below age-related expectations, and a significant number are EAL, disadvantaged and/or have additional needs. In response to this, we place a strong emphasis on communication and language, vocabulary development, personal, social and emotional development, and the importance of strong, supportive adult relationships.

We prioritise:

High-quality interactions	Vocabulary development	Early reading through systematic phonics	Learning through purposeful play

This ensures that all children, including disadvantaged pupils and those with SEND, are well prepared for the next stage of learning in KS1.

Learning moves from familiar experiences towards wider knowledge of people, places and the natural world. Children revisit knowledge and vocabulary across the year, including changes over time and similarities and differences between places. Half-term statements identify teaching priorities, not fixed developmental deadlines. Adults adapt support and challenge to children's starting points, including SEND and EAL needs.

Across all areas, children are supported to develop the characteristics of effective learning by **playing and exploring**, **engaging actively in their learning**, **and creating and thinking critically**.

Adults provide opportunities for children to develop ***independence, resilience and curiosity***.

Our curriculum covers all seven areas of learning:

Communication and Language	**Personal, Social and Emotional Development**	**Physical Development**	**Literacy**	**Mathematics**	**Understanding the World**	**Expressive Arts and Design**

The prime areas are prioritised throughout the year as they underpin children's development across all areas of learning.

We use the non-statutory guidance of Development Matters to support our understanding of how children develop and learn. It informs our teaching but does not act as a checklist. Children develop at different rates, and adults use ongoing assessment, observation and professional judgement to adapt teaching and respond to individual needs.

Learning is shaped through a balance of adult-led teaching, child-initiated learning and responsive interactions based on children's interests. The environment is organised to enable children to access resources independently, revisit and practise learning, and apply knowledge in different contexts. Parents and carers are supported to engage in their child's learning through regular communication, Monday morning Stay and Learn sessions from Autumn 2, Stay and Play sessions and workshops. 'Wow moments' and experiences shared from home are valued and used to inform planning, ensuring learning is meaningful and builds on children's interests and experiences.

Communication & Language						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Communication and language underpin learning through high-quality interactions, stories, songs, discussion and purposeful play. Whole-class NELI provides three 20-minute sessions weekly, alongside daily language modelling and vocabulary practice. Support and challenge respond to assessed needs.	Listening and understanding Teach listening routines, responding to questions and following familiar instructions. Speaking Model vocabulary and sentences for needs, experiences and ideas, including joining ideas with and and giving simple reasons with because. Support gestures, words and phrases while extending fuller talk. Stories and vocabulary Join in with repeated language; predict and recall familiar events with support. Teach and revisit words through NELI, stories, songs and play.	Listening and understanding Sustain attention during stories and group activities. Respond to who, what and where questions; follow instructions using familiar concepts and positional words. Speaking Model longer phrases and simple sentences. Encourage children to connect ideas and give reasons with support. Stories and vocabulary Retell familiar events and stories in sequence using pictures or props. Revisit story vocabulary in play and conversation.	Listening and understanding Listen and respond in small-group discussions. Practise two-step instructions, adapting support as needed; explore before, after, today and tomorrow. Speaking Express ideas, needs and feelings in increasingly clear sentences. Use connectives to link events and explain choices. Stories and vocabulary Discuss story events and characters; make predictions using clues. Use vocabulary from books, NELI and experiences in different contexts.	Listening and understanding Maintain attention during shared learning and respond to peers. Explore why and how questions and connections between events. Speaking Develop varied sentences; ask questions and explain ideas using and, because and so with increasing independence. Stories and vocabulary Retell a simple story with a beginning, middle and end. Use taught vocabulary to describe characters, events and settings.	Listening and understanding Listen and respond across group, outdoor and classroom contexts. Follow increasingly complex instructions with appropriate support; explain understanding. Speaking Use increasingly detailed sentences to explain events and experiences. Select connectives to give reasons and describe consequences. Stories and vocabulary Discuss meaning and clues in stories. Retell with greater detail and use new vocabulary flexibly in discussion and imaginative play.	Listening and understanding Listen and respond in discussions and stories. Follow increasingly complex instructions with appropriate support; explain and refine predictions using clues. Speaking Develop connected sentences, explanations and coherent contributions. Respond to others and clarify ideas with increasing independence. Stories and vocabulary Retell familiar stories coherently, drawing on story language and own words. Use recently taught vocabulary across contexts and explain ideas about texts.

Communication & Language						
Visits and experiences	Transitions PCSO talk on staying safe in our local area Autumn and All About Me craft morning – family engagement, identity and seasonal exploration Pumpkin seed exploration and planting – observe seeds and changes; revisit growing in spring	Christmas craft morning PCSO talk on Bonfire Safety – understanding community roles Pro-Ride – gross motor Nursery Rhyme Week Lotherton Hall – Night and Day - nocturnal animals Diwali workshops – explore celebrations, stories and creative traditions	Tiny Tales Visit (Seasons) Planting seeds – UTW science link Valentines Craft Morning -> parent involvement Number Day – engaging children in fun, practical Maths Possible Skelton Grange visit, subject to confirmation – storytelling and exploring seasons and change	World Book Day Easter Craft Morning Chicks – life cycles, animal care and observation over time British Science Week Mother's Day afternoon tea / Mother's Day Assembly Lunar New Year learning scheduled according to the annual calendar – people, culture and communities	Teddy Bear's Picnic – storytelling, speaking, vocabulary Growing plants Parent visit/old toys – listening, attention & understanding Ducks – life-cycle/UTW	Tiny Tales Visit – literacy link Local Area Map EYFS School trip: The Web (with Y6) – gross motor, building relationships, exploring and learning through play
Suggested role-play enhancements Contexts respond to learning and children's interests. Detailed resources, vocabulary and curriculum links sit in provision planning.	Shop and bakery Name and describe items; practise requesting, serving and taking turns. Use labels, shopping lists and orders in play.	Wild explorers base camp and post office, followed by Santa's grotto Explore journeys, outdoor discoveries and day and night, linked to class texts and UTW. Use maps, signs, letters and parcels; develop seasonal imaginative play.	Garden centre Explain planting and care; describe growth and changes. Use seed packets, labels and orders in play.	Animal hospital Describe animals and their needs; practise caring roles and dialogue. Use appointment notes and care messages.	Seaside Describe coastal features and marine animals; develop shared stories and talk about caring for the seaside. Use signs, maps and postcards.	Café Take and explain orders, discuss food choices and practise social conversation. Use menus, lists and messages in play.

Physical Development						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Gross Motor Skills ELG: Gross Motor Skills Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Move freely and with pleasure and confidence in a range of ways (running, jumping, skipping). Begin to use large-muscle movements to wave flags and streamers, paint, and make marks. Climb stairs with support. Begin to negotiate space successfully.	Travel with increasing control and coordination. Ride tricycles or balance bikes with support. Start to show awareness of space and others. Begin to throw and kick large balls. Develop core strength through climbing and balancing activities.	Move confidently in different ways (galloping, hopping, sliding). Show increasing control when negotiating space. Begin to balance on one foot. Throw, roll, and catch a large ball with some success. Use climbing equipment independently.	Show good coordination when running and stopping. Jump off objects and land appropriately. Begin to use equipment safely (e.g., bats, hoops). Develop balance when walking along lines or low beams. Participate in simple team games.	Move energetically (running, hopping, skipping, jumping). Demonstrate strength, balance, and coordination. Catch a large ball consistently. Use bikes/scooters confidently. Show increasing stamina and spatial awareness.	Combine movements with ease and fluency. Negotiate space effectively and safely. Demonstrate good balance (e.g., one-foot balance for several seconds). Use a range of small and large apparatus competently.

Physical Development						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Fine Motor Skills ELG: Fine Motor Skills Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.	Develop hand strength and hand–eye coordination through dough, threading, construction, drawing and purposeful mark-making. Use one-handed tools with support and develop a comfortable, effective pencil grip. Continue targeted fine motor opportunities throughout the year.	Develop more precise hand and finger movements. Begin to use a tripod grip when holding a pencil or crayon. Manipulate playdough or clay using hands and fingers. Practice simple threading, large beads, or connecting toys. Use scissors with guidance for snipping paper.	Use a comfortable grip with good control for writing and drawing. Form taught letters and shapes with increasing control and accuracy. Cut along straight lines with scissors. Build more complex structures with small blocks. Practice fastenings (buttons, zips) on clothes or toys.	Draw lines and shapes with increasing accuracy. Cut along curves and simple shapes. Thread small beads or create simple patterns. Begin to use knives and forks effectively during meals. Start to manipulate smaller tools and objects with precision (pegs, tweezers, brushes).	Write some letters correctly using proper pencil grip. Draw and copy shapes and simple patterns with confidence. Cut and join paper to create simple crafts. Use small tools with accuracy and coordination. Show independence in self-care tasks (washing hands, dressing, using cutlery).	Demonstrate consistent control in using pencils, crayons, brushes, and scissors. Form taught letters with increasing accuracy, control and fluency during writing. Complete more complex craft and construction activities. Show dexterity in small tasks (buttons, fasteners, small objects).
	Core vocabulary Gross Motor run, jump, climb, balance, stop, space, move, control Fine Motor grip, hold, pinch, cut, draw, build, tools, fingers, hands		Core vocabulary Gross Motor balance, travel, direction, control, throw, catch, jump, land Fine Motor pencil grip, control, cut, shape, thread scissors, pattern		Core vocabulary Gross Motor strength, coordination, balance, space, direction, control, team, game Fine Motor accurate, neat, control, letter, write, draw tools, scissors, cut	

Understanding the World						
Children build knowledge of people, places, the natural world and changes over time. White Rose Education Reception Science provides our science sequence, enriched by family and community learning, stories, visits and one hour of Forest School each week. Adults teach and revisit vocabulary, support close observation and help children compare, question and explain. Mathematics follows Mastering Number separately.						
Learning focus	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Science units	Me and My Small World What's in My Basket? Senses	Let's Go Outside What's Changed? Night and Day	Changes in Winter Let it Flow From Desert to Jungle	Watch it Grow Animal Detectives Pushes and Pulls	From City to Sea Look All Around Test it Out!	Happy and Healthy Our Wonderful World We're Going on an Animal Hunt
Core knowledge	Our bodies have named parts; senses help us explore. Farm animals have recognisable features and need care. Fruit and vegetables have features we can compare. Containers can be tested for a purpose.	Weather and autumn change our surroundings. Warming or mixing can change materials. Some animals are active at night. Torches provide light; objects can block light to make shadows.	Observe winter weather and compare it with autumn. Explore contrasting environments and animals. Objects can float or sink. Adding water changes sand and mud; containers help us transport materials.	Seeds and living things grow and change; plants need care. Animals can be grouped by visible features. Pushes and pulls affect movement. Surfaces and ramps affect how objects move.	Cities, villages and coastal environments have different features. Pollution can harm living things. Summer brings changes we can compare with earlier seasons. Materials can be tested for a particular purpose.	Varied food and physical activity support health. Recycling and planting can help care for our world. Minibeasts have different features and live in suitable places. Observations help us identify and describe animals.
People places and the past	Belonging to a family; families can be different. Recognise familiar caring adults and home and school places. Talk about familiar experiences.	Community roles and seasonal celebrations. Compare before and after in familiar experiences and changes. Recognise features of the local area.	Compare familiar places with contrasting environments through photographs and stories. Revisit family experiences of winter and seasonal events.	Sequence changes observed in growing plants and animals. Discuss people who care for living things. Explore celebrations through RE and shared experiences.	Revisit changes from babyhood and compare older and newer toys. Describe familiar routes and represent places using simple maps.	Explore health professionals and their roles. Compare places and ways of life through stories, photographs and family contributions; revisit celebrations and shared experiences.
Core vocabulary	body, senses, family, same, different, farm, fruit, vegetable, container	autumn, weather, change, before, after, melt, nocturnal, light, shadow	winter, cold, ice, habitat, wet, dry, float, sink, pour, mix	seed, root, stem, grow, feathers, fur, scales, push, pull, surface	city, village, coast, ocean, pollution, summer, material, test, waterproof	healthy, active, recycle, litter, plant, minibeast, wings, shell, habitat

Revisit and apply	Revisit body and sensory vocabulary in play. Describe natural materials and compare features. Match animals and familiar settings.	Return to familiar outdoor places to notice change. Revisit animal features through nocturnal animals. Explore light and shadows.	Compare winter observations with autumn. Reuse describing vocabulary in water and mud exploration. Revisit animals in different settings.	Observe planted seeds over time. Compare animal features with earlier units. Test movement ideas in construction and outdoor play.	Compare seasonal observations and places. Revisit container testing when choosing materials for shelters and other practical problems.	Use earlier animal and plant knowledge during outdoor hunts. Record and explain discoveries; apply care for living things and the environment.

Forest School

One hour each week provides repeated experience of the outdoor environment. Sessions flexibly revisit science learning and connect with seasonal, cultural and Catholic events, including Diwali, Mary in October and Christmas, as appropriate. Children explore their interests and discoveries while developing communication, physical skills, cooperation, independence and confidence. Adults model vocabulary, encourage questions and help children connect experiences with earlier learning. Links complement RE and classroom teaching; every session does not need to match a science unit.

Autumn	**Spring**	**Summer**
Become familiar with the site and routines. Explore and describe natural materials; begin noticing seasonal changes. Build relationships and confidence through shared exploration and relevant events.	Revisit familiar places and compare with autumn. Observe winter and spring changes, growth and living things. Ask questions and explore ideas with support, including links to seasonal and faith events.	Use observations across the year to describe change. Apply animal, plant and material knowledge during exploration and simple investigations. Explain discoveries and show increasing independence and cooperation.
These are developing emphases: observation, care for the environment, communication and safe exploration continue throughout the year. Detailed activities respond to conditions, events and children's interests.		

Religious Education (Following the *Lighting the Path* Curriculum)						
	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
UTW Link	*- Talk about members of their immediate family and community.* *- Understand that some places are special to members of their community.* *- Recognise that people have different beliefs and celebrate special times in different ways.*					
Catholic Social Teaching	*Who am I?* *(Dignity of the human person & Stewardship)*	*Can Jesus be seen in me?* *(Option for the poor and vulnerable)*	*Who helps us on our journey?* *(Solidarity and the common good)*	*Who cares for God's World?* *(The dignity of work)*	*How do we look after one another?* *(Family & Community)*	*How can I show my faith journey?* *(Rights and Responsibilities)*
Cultural events and celebrations	Learning includes Rosh Hashanah, Yom Kippur, Diwali, Hanukkah, Ramadan, Eid al-Fitr, Eid al-Adha, St Andrew's Day, St Patrick's Day and St George's Day. Schedule festivals using the annual school calendar and revisit family experiences throughout the year.					
British Values All values are embedded throughout the year; columns identify particular discussion focuses.	**Mutual Respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	**Mutual Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith	**Rule of Law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary	**Individual Liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap All** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Literacy

Early reading and phonics continue through daily Read Write Inc teaching, assessment and grouping as planned. Text-based literacy develops vocabulary, comprehension, oral composition and purposeful writing alongside RWI. Autumn records the taught and planned curriculum; Literacy Tree begins in Spring 1, with texts and outcomes added after mapping. Writing moves from oral composition and meaningful marks towards independent sentences, using the phonics children have been taught. Fine motor development supports this throughout the year.
Daily story time and the nursery-rhyme spine develop enjoyment, vocabulary and familiarity with stories, songs and rhymes. Letter formation is explicitly taught through Read Write Inc and revisited in meaningful writing and provision.

Strand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics and word reading	Introduce RWI Set 1 sounds at three sounds per week. Practise associated formation and apply taught sounds. Develop oral blending and segmenting as appropriate.	Continue RWI in assessed groups, following the planned programme. Regular assessment informs grouping, blending, word reading, spelling and matched reading practice.	Continue RWI in assessed groups, following the planned programme. Regular assessment informs grouping, blending, word reading, spelling and matched reading practice.	Continue RWI in assessed groups, following the planned programme. Regular assessment informs grouping, blending, word reading, spelling and matched reading practice.	Continue RWI in assessed groups, following the planned programme. Regular assessment informs grouping, blending, word reading, spelling and matched reading practice.	Continue RWI in assessed groups, following the planned programme. Regular assessment informs grouping, blending, word reading, spelling and matched reading practice.
Comprehension and oral composition	Listen and join in with familiar stories, songs and rhymes. Predict, recall characters and actions, describe objects and rehearse ideas aloud.	Use story vocabulary; discuss feelings and clues; ask questions; observe and describe; sequence events and retell familiar stories. Rehearse messages orally.	Develop familiarity with selected Literacy Tree texts. Retell key events in order, discuss characters and use new vocabulary. Orally compose captions and sentences.	Deepen comprehension through discussion, retelling and explaining events. Connect ideas and rehearse sentences before recording.	Retell with increasing detail; discuss information and story events. Sequence ideas and explain thinking using vocabulary from selected texts.	Retell and discuss texts with increasing independence. Explain ideas, use recently taught vocabulary and compose connected ideas orally.
Writing and transcription	Purposeful marks, drawing, name writing and letter formation. Apply known sounds to initial labels, tags and receipts with appropriate support. Give meaning to marks and orally compose ideas.	Communicate through drawings, meaningful marks, taught letters, words and captions. Children ready to do so write simple sentences using taught phonics. Adults model oral rehearsal, formation and rereading.	Apply taught phonics to words and captions; move towards simple sentences according to readiness. Teach spacing and introduce capitals and full stops through modelling.	Write simple sentences with increasing independence. Apply taught phonics, spacing and developing punctuation. Reread with support; write for meaningful purposes.	Write simple sentences increasingly independently; sequence ideas in short recounts or factual writing where appropriate to selected units. Apply phonics and reread.	Write simple sentences that others can read. Apply taught phonics and developing punctuation; reread for meaning. Write for purposes arising from selected units.

Fine motor foundations	Substantial emphasis on hand strength, coordination, manipulating tools and materials, drawing and purposeful mark-making. Link with Physical Development and formation in RWI.	Continue fine motor practice, drawing and formation. Develop controlled use of pencils and tools through purposeful tasks and provision.	Continue targeted fine motor work and taught formation; develop control and fluent movements through regular practice.	Revisit fine motor needs and letter formation; support increasing control in purposeful writing.	Maintain fine motor opportunities and formation practice, responding to individual needs.	Consolidate control, formation and independence; communicate continuing support needs to Year 1.
Core texts and purposeful outcomes	Oh Dear, Look What I Got! Shop vocabulary, rhyme, descriptions, labels, tags and receipts. Pumpkin Soup Characters, actions, vocabulary, recalling events, friendship and cooperation.	Owl Babies Feelings, repetition, retelling; speech bubbles and captions. The Leaf Thief Observation, questions, descriptive words; labels and posters. Stick Man Journeys and sequence; maps, captions and messages. The Jolly Christmas Postman Recipients and purpose; cards, letters and invitations.	Literacy Tree introduced from Spring 1. Selected texts and writing outcomes will be added following curriculum mapping. Review and confirm text choices and outcomes before Spring 1 teaching begins.	Literacy Tree texts and outcomes to be confirmed through curriculum mapping. Select purposeful writing to develop the intended progression.	Literacy Tree texts and outcomes to be added following selection and mapping.	Literacy Tree texts and outcomes to be added following selection and mapping.
Core vocabulary	story, character, rhyme, sound, letter, name, label, receipt, mark, write	feeling, worried, relieved, describe, question, first, next, then, finally, message, recipient	retell, sequence, word, caption, sentence, segment, spell, space	sentence, capital letter, full stop, reread, list, label, message	idea, sequence, recount, fact, explain, sentence	sentence, meaning, reread, message, recount, fact

Maths

Mathematics is taught through Mastering Number including Spatial Reasoning. This is our sole mathematics scheme. Adults explicitly teach number concepts, spatial understanding, vocabulary and gestures, then revisit learning through practical activity, daily routines and continuous provision. Assessment informs further practice and support. The sequence below follows the supplied Mastering Number 2026–2027 overview. These are teaching focuses, with support adapted to children's starting points. Detailed spring and summer sequences and vocabulary will be refined when the corresponding materials are released; vocabulary below is indicative for those terms.
Review before Spring 1: incorporate newly released planning and confirm vocabulary and teaching detail.

Strand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number teaching	Subitise within 3. Count accurately. Explore numbers made of ones and composition of 3 and 4. Subitise objects and sounds. Compare sets by looking.	Count and explore the five-ness of 5. Compare sets by matching. Explore equal quantities, whole and part, and composition of 3, 4 and 5. Match numerals to quantities within 10. Join in verbal counting beyond 20.	Subitise within 5 and match numerals to quantities. Explore counting order and the staircase pattern. Compose 5; explore 6 and 7 as 5 and a bit. Compare sets and make unequal sets equal.	Explore the staircase pattern and order numbers, including to 8. Explore composition of 7, doubles as two equal parts, and odd and even number structures.	Count larger sets and things that cannot be seen. Subitise to 6. Explore composition as 5 and a bit and composition of 10. Compare numbers through order and track games.	Subitise to 5 and introduce the rekenrek. Review and assess bonds to 5, composition to 10, comparison, number patterns and counting. Use assessment to plan further practice.
Spatial reasoning	Area 1 Moving through space Navigate spaces using positional language and gestures. Visualise, recreate and represent familiar journeys; consider different viewpoints.	Area 2 Noticing and visualising Notice similarities and differences. Match, turn and flip puzzle pieces. Visualise how pieces fit; explore parts and wholes.	Area 3 Block play Compose 3D constructions. Explore difference and equivalence.	Area 4 Shape Sort and classify 2D shapes. Compose pictures with shapes.	Area 5 Pattern Copy, continue and create patterns.	Area 6 Measure Make connections in meaningful contexts; compare lengths, heights and mass using the released guidance.
Core vocabulary	one, two, three, four; count, how many, more than, fewer than; in, on, under, up, down, next to, between, in front of, behind	five, whole, part, more than, fewer than, equal number; match, turn, flip, straight, visualise	five, six, seven, one more, equal, unequal, more than, fewer than; build, same, different	order, less than, double, equal parts, odd, even; shape, sort, straight, curved	count, altogether, five and a bit, ten; pattern, repeat, copy, continue	part, whole, number bond, more, fewer, equal; long, short, tall, heavy, light

Building towards KS1	Accurate counting, rapid recognition of small quantities, comparison and spatial language.	Part–whole understanding, composition within 5, numeral–quantity connections and visualisation.	Number order, composition beyond 5, comparing quantities and constructing spatial models.	Number relationships, doubling, recognising structures and classifying shapes.	Composition to 10, counting strategies, number order and recognising repeating structures.	Secure number relationships, flexible representations, comparison and mathematical explanation.

PSED

Personal, Social and Emotional Development is taught through daily routines, play, stories, adult interactions and planned activities. Children develop emotional vocabulary, self-regulation, independence, positive relationships and respect for others. Related learning about health, safety, families and communities is woven across the EYFS curriculum, building foundations for You, Me, PSHE in Year 1.

RSE is supported by Ten Ten Life to the Full, following the school's Reception sequence.

	Autumn Settling & Belonging	**Spring** Managing Feelings & Behaviour	**Summer** Relationships & Independence
PSED	Children learn routines, expectations and boundaries Focus on building relationships with adults and peers Begin to recognise and name basic emotions Develop confidence in the setting	Children learn to regulate emotions and behaviour Develop understanding of right and wrong Begin to resolve conflicts with support Build resilience and independence	Children form secure friendships Show increasing independence in routines and learning Manage behaviour with greater self-regulation Understand how their actions affect others
Health and self-care	**Health & Self Care** Children are supported to develop independence in self-care, including personal hygiene, healthy choices and understanding how to look after their bodies. **Oral Health** Throughout the year, the adults will model brushing their teeth following the *'The Children's Toothbrushing Guide'*.		

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Computing	In Provision	Computer systems and network **Using a computer:** Learning about the main parts of a computer and how to use the keyboard and mouse. Learning how to log in and out.	Computer systems and network **Using a computer:** Learning about the main parts of a computer and how to use the keyboard and mouse. Learning how to log in and out.	Programming **All about instructions:** The children learn to receive and give instructions and understand the importance of precise instructions.	Programming **Programming Bee-Bots** Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware.	Data Handling **Introduction to data** Children sort and categorise data and are introduced to branching databases and pictograms.
Online Safety	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Safety	Privacy & Security

Expressive Arts and Design

Expressive Arts and Design is explicitly taught and developed through stories, topics, music, movement, role play and continuous provision. Adults introduce and model techniques, vocabulary and ways of expressing ideas. Children have repeated opportunities to practise, experiment, develop their own ideas and revisit their creations.

Strand	Autumn	Spring	Summer
Art and making	Explore drawing, painting and modelling materials. Teach safe tool use and simple joining with glue and tape.	Teach colour mixing, combining materials and selecting suitable tools and joining techniques.	Apply familiar techniques with increasing independence; explain choices and revisit work to improve it.
Music and movement	Learn familiar songs; explore instrumental sounds and copy a steady beat and simple movements.	Copy and create short rhythmic patterns; explore changes in sound and movement.	Combine familiar songs, instruments and movement; rehearse and share simple performances.
Imaginative play and storytelling	Model familiar roles, dialogue and using objects as props. Act out familiar experiences and stories.	Develop shared story sequences, negotiate roles and introduce problems or new events into play.	Sustain collaborative stories, develop characters and adapt props and resources to represent ideas.

Topics and provision provide contexts for practising these skills. For example, the explorers' base camp supports imaginative storytelling and the post office provides opportunities to design and make cards. Detailed activities and resources are identified in shorter-term planning; children also follow their own creative interests.

Assessment	Inclusion
Assessment is ongoing and based on what adults notice during teaching, play and interaction. On-entry assessment, ongoing observations and curriculum-specific half-term checkpoints help staff identify what children have secured, adapt teaching and plan additional practice, taking account of individual starting points. Fortnightly Key Person tracking supports oversight of children's participation and application in focused activities and provision. Assessment informs teaching and avoids unnecessary recording.	Adults adapt teaching through: • Modelling • Visual support • Scaffolding • Pre-teaching vocabulary • Small-group work and targeted support Expectations remain high for all children.

End of Reception Curriculum Summary

This summary highlights our broad curriculum aims across all seven areas. It does not replace the statutory Early Learning Goals, which are used for end-of-Reception assessment.

- Communication and Language: listen and respond, use vocabulary and communicate ideas in increasingly connected sentences.
- Personal, Social and Emotional Development: build positive relationships, develop self-regulation and show increasing independence in routines, self-care and learning.
- Physical Development: develop strength, balance and coordination; use small tools and pencils with increasing control.
- Literacy: enjoy and discuss stories, read using taught phonic knowledge and write simple sentences applying taught sounds and letter formation.
- Mathematics: develop secure understanding of number to 10, composition and number relationships, alongside spatial reasoning, pattern and practical comparison.
- Understanding the World: explain observations of people, places and the natural world; recognise change over time and similarities and differences.
- Expressive Arts and Design: use materials and techniques to express ideas, develop imaginative play and participate in songs, music and performance.