

Reception Long Term Plan 2025-2026

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
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This ensures that all children, including disadvantaged pupils and those with SEND, are well prepared for the next stage of learning in KS1. Learning is planned to build progressively over time, revisiting key knowledge and vocabulary in different contexts so that children can make connections and develop secure understanding.

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
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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, 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
C&L underpin all areas of the curriculum and are developed through: - High-quality adult interaction - Daily opportunities for talk - Storytelling, singing and discussion - Structured group times and circle time <i>Adults model language consistently, introduce and revisit vocabulary, and support children to express their ideas clearly.</i>	Listening & Attention: Listen attentively to simple instructions and short stories. Understanding: Respond to simple questions (e.g., "What is this?"). Begin to follow 1-step directions. Speaking: Use gestures, single words, or short phrases to communicate needs and interests. Begin to join in with repeated words/phrases in stories or songs.	Listening & Attention: Sustain attention for slightly longer stories and group activities. Listen to peers and adults in familiar routines. Understanding: Understand simple concepts such as "big/small," "in/out," and basic prepositions. Respond to "who," "what," and "where" questions. Speaking: Use longer phrases and simple sentences. Begin to retell familiar events or stories in sequence.	Listening & Attention: Listen and respond appropriately in small group discussions. Begin to show understanding of more complex stories. Understanding: Follow 2-step instructions without adult prompts. Begin to grasp time-related words like "before," "after," "today," "tomorrow." Speaking: Express ideas, needs, and feelings using clear phrases and short sentences. Use vocabulary from books, experiences, and role-play.	Listening & Attention: Maintain focus during longer group sessions. Listen and respond to peers' contributions. Understanding: Understand simple "why" and "how" questions. Begin to make connections between ideas or events. Speaking: Use a range of sentence structures. Begin to tell simple stories with a beginning, middle, and end. Ask questions to gain information.	Listening & Attention: Listen attentively in a variety of contexts, including larger groups and outdoor settings. Show understanding through actions and responses. Understanding: Follow multi-step instructions. Begin to infer meaning from context. Understand some abstract concepts (e.g., feelings, size, quantity). Speaking: Use clear, detailed sentences. Express ideas, explain events, and describe experiences. Begin to use connectives like "and," "because," and "so."	Listening & Attention: Sustain attention for extended periods in storytelling, instruction, and conversation. Respond appropriately to questions and discussions. Understanding: Demonstrate comprehension of more complex instructions, stories, and information. Begin to predict outcomes. Speaking: Speak fluently in connected sentences, using appropriate vocabulary and grammar. Tell coherent stories, explain reasoning, and engage in conversations with peers and adults.
Experiences Days	Transitions PSCO talk on staying safe in our local area	Xmas craft morning PSCO talk on Bonfire Safety → understanding community roles	Tiny Tales Visit (Seasons) Planting seeds – UTW science link	World Book Day Easter Craft Morning Chicks -> life cycles, animal care and	Teddy Bear's Picnic -> storytelling, speaking, vocabulary Growing plants	Tiny Tales Visit -> literacy link Local Area Map EYFS School trip: The Web (with Y6) –

		Pro-Ride – gross motor Nursery Rhyme Week Lotherton Hall -> Night and Day - nocturnal animals	Valentines Craft Morning -> parent involvement Number Day – engaging chn in fun, practical Maths	observation over time British Science Week Mother's Day afternoon tea / Mother's Day Assembly Chinese New Year – people, culture and communities	Parent visit/old toys – listening, attention & understanding Ducks -> life-cycle/UTW	gross motor, building relationships, exploring and learning through play
Role Play Role play is designed to reinforce core vocabulary and narrative skills linked to current learning themes.	Farm Shop <u>Curriculum Links</u> UTW: food, farms, where food comes from Maths: counting, sorting, money C&L: speaking in role <u>Core Vocabulary:</u> farm, food, fruit, veg buy, sell, money more, less, count Café <u>Curriculum Links</u> PSED: turn-taking, roles Maths: counting, simple totals C&L: conversation, questioning <u>Core Vocabulary</u> menu, order, food, drink, please, thank you, pay, money, total	Post Office <u>Curriculum Links</u> Literacy: mark making, writing for purpose UTW: people who help us C&L: speaking and listening <u>Core Vocabulary</u> letter, parcel, stamp, send, deliver, address, post Fruit & Veg Stall <u>Curriculum Links</u> Maths: counting, sorting, comparing UTW: healthy food C&L: transactional language <u>Core Vocabulary</u> fruit, veg, weigh, count, more, less, heavy	Gardening Centre <u>Curriculum Links</u> UTW: plants, growth PD: fine motor (planting, digging) C&L: describing changes <u>Core Vocabulary</u> plant, seed, soil, grow, water, leaf, flower	Animal Hospital <u>Curriculum Links</u> UTW: animals, care PSED: empathy, caring roles C&L: role play dialogue <u>Core Vocabulary</u> animal, pet, ill, hurt, better, doctor, help, care	Shop <u>Curriculum Links</u> Maths: money, counting, number C&L: speaking in role PSED: turn-taking <u>Core Vocabulary</u> shop, buy, sell, money, pay, how much	Underwater Submarine (Marine Life) <u>Curriculum Links</u> UTW: ocean, habitats C&L: describing Literacy: storytelling <u>Core Vocabulary</u> sea, ocean, fish, shark, water, deep, submarine

Physical Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Early Learning Goal expectations: • Demonstrate strength, balance, and coordination. • Move energetically (running, jumping, dancing, hopping, skipping, 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.
Fine Motor Early Learning Goal expectations: • Hold a pencil effectively for writing. • Use a range of tools competently and confidently. Show good hand-eye coordination and dexterity.	Explore objects with hands, fingers, and whole body. Begin to develop hand-eye coordination through simple activities (stacking blocks, using large crayons, mark-making). Start using one-handed tools and equipment (spoons, paintbrushes) with some control.	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 a comfortable grip with good control for writing and drawing. Begin to form recognizable shapes and letters. 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,	Demonstrate consistent control in using pencils, crayons, brushes, and scissors. Form letters accurately and begin to write short words. Complete more complex craft and construction activities. Show dexterity in small tasks (buttons, fasteners, small objects).

	Show early pencil grip (whole-hand grasp).	Use scissors with guidance for snipping paper.			dressing, using cutlery).	
	Core Knowledge <u>Gross Motor</u> Bodies move in different ways (run, jump, climb) Space needs to be shared safely Movement can be controlled and stopped <u>Fine Motor</u> Hands and fingers can be used in different ways Tools have specific purposes (pencils, brushes, scissors) Control improves with practice Core Vocabulary <u>Gross Motor</u> run, jump, climb, balance, stop, space, move, control <u>Fine Motor</u> grip, hold, pinch, cut, draw, build, tools, fingers, hands Building Towards Year 1 <u>Gross Motor</u> Move with increasing control and coordination Begin to use space safely Develop balance and basic ball skills <u>Fine Motor</u> Begin to use a tripod grip Show control in mark making Use simple tools with support (scissors, brushes)		Core Knowledge <u>Gross Motor</u> Movements can be combined (e.g., run and stop, jump and land) Balance and coordination improve with practice Equipment can be used safely <u>Fine Motor</u> Writing requires control and correct grip Tools can be used for more precise tasks Small movements help with detailed work Core Vocabulary <u>Gross Motor</u> balance, travel, direction, control, throw, catch, jump, land <u>Fine Motor</u> pencil grip, control, cut, shape, thread scissors, pattern Building Towards Year 1 <u>Gross Motor</u> Show good coordination when running and stopping Jump and land safely Use simple equipment appropriately Take part in simple games <u>Fine Motor</u> Use a comfortable tripod grip Form letters and shapes with control Cut along lines and simple shapes Use tools with increasing accuracy		Core Knowledge <u>Gross Motor</u> Movement can be fluent and controlled Strength, balance, and coordination work together Movement can be adapted for different activities <u>Fine Motor</u> Writing and drawing require accuracy and control Tools can be used independently and safely Fine motor skills support writing readiness Core Vocabulary <u>Gross Motor</u> strength, coordination, balance, space, direction, control, team, game <u>Fine Motor</u> accurate, neat, control, letter, write, draw tools, scissors, cut Building Towards Year 1 <u>Gross Motor</u> Move with confidence, control, and coordination Negotiate space safely Use equipment competently <i>Meet Early Learning Goal:</i> Strength, balance, coordination Move energetically <u>Fine Motor</u> Hold a pencil effectively for writing Form letters correctly Use tools (scissors, brushes) with control Show independence in fine motor and self-care tasks	

			Meet Early Learning Goal: Effective pencil grip Confident use of tools
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Children are supported to make sense of their world through exploration of the natural environment, learning about people, places and communities and understanding past and present.

Learning builds progressively, enabling children to observe and describe changes, compare environments and develop early enquiry skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	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	Past and Present From City to Sea Look All Around Test it Out!	People, Culture & Communities Happy & Healthy Our Wonderful World We're going on an animal hunt
UTW Link	Explore and observe the natural world, including animals and plants. Identify similarities and differences between local and contrasting environments. Understand key processes and changes in nature, including seasons and states of matter.				Explore the lives and roles of people in society. Identify similarities and differences between the past and present. Understand the past through stories, characters, and events.	Describe their local environment using observations, discussions, stories, and maps. Identify similarities and differences between religious and cultural communities in the country. Compare life in this country with life in other countries using stories, texts, and maps.
	Core Knowledge I belong to a family. Families can be different. My body has named parts. My senses help me explore	Core Knowledge The local area has key features. Day and night are different. Seasons change the environment.	Core Knowledge Animals live in different habitats. Animals have different life cycles. Some animals hibernate.	Core Knowledge Weather changes across seasons. Plants grow and change. Life cycles follow a sequence.	Core Knowledge I have changed since I was a baby. The past is different from the present. Toys change over time.	Core Knowledge Oceans are large bodies of water. Marine animals live in specific habitats. People travel to different places.

	Core Vocabulary family, community, belong, similar, different, senses, explore Concepts Building Towards KS1 Year 1 history (personal timeline) Science (human body) PSHE (identity)	We care for our world. Core Vocabulary map, local, environment, day, night, season, autumn, protect Concepts Building Towards KS1 Notice changes around them → Year 1 History See patterns in nature → Year 1 Science Talk about what they see → Year 1 PSHE Ask questions and describe changes → KS1 enquiry	We can compare environments. Core Vocabulary habitat, hibernate, environment, predator, prey, minibeast Concepts Building Towards KS1 Notice winter changes → Year 1 History Explore water → Year 1 Science Compare habitats → Year 1 Science Talk about what they see → Year 1 PSHE / KS1 enquiry	Different countries have different climates. Core Vocabulary season, weather, climate, grow, change, life cycle, seed, root Concepts Building Towards KS1 Watch plants grow → Year 1 Science: plants Explore animals and habitats → Year 1 Science: animals Investigate pushes and pulls → Year 1 Science: forces Talk about what they see → KS1 enquiry skills	Chronology follows a sequence. Core Vocabulary past, present, before, after, long ago, old, new Concepts Building Towards KS1 Explore changes over time → Year 1 History: past and present Investigate nature and habitats → Year 1 Science: animals and plants Look at the world around them → Year 1 Science: materials / environment Try simple tests → KS1 enquiry skills	Maps represent places. Core Vocabulary ocean, sea, coast, marine, travel, country, postcard Concepts Building Towards KS1 Explore people and communities → Year 1 History / PSHE Learn about being healthy → Year 1 Science: human body Observe plants and animals → Year 1 Science: living things and habitats Explore animals in their habitats → Year 1 Science: animals
Forest School	Forest School forms a weekly part of our Reception curriculum and is carefully planned to support learning within Understanding the World, alongside Communication and Language, Physical Development and PSED. It provides meaningful, hands-on opportunities for children to explore the natural environment, observe seasonal change, talk about plants, animals and habitats, and develop early enquiry skills such as noticing, questioning and describing. Forest School is particularly important for our cohort, as real-life experiences support vocabulary development, social interaction, confidence, independence and resilience. Adults model language, introduce key vocabulary, encourage observation and questioning, support children to make links to prior learning, and ensure safe, purposeful exploration. Across the year, children move from becoming familiar with the outdoor environment and routines, to observing change in nature, and then applying their knowledge through discussion, investigation, problem solving and collaborative play.					

	Forest School is used to: Support children to observe, explore and talk about the natural world Develop understanding of seasonal change, plants, animals and habitats Build early enquiry skills such as noticing, questioning and describing Strengthen communication and language Develop confidence, independence and resilience Support PSED through building relationships, turn-taking, cooperation and managing self in an outdoor environment		Adult Role: Model language and introduce key vocabulary Encourage children to observe, describe and ask questions Support children to make connections to prior learning Facilitate exploration while ensuring safety and clear boundaries Support PSED development by modelling positive interactions, supporting conflict resolution, and encouraging independence and self-regulation
	Autumn Exploring the Environment & Building Relationships	Spring Observing Change	Summer Applying Knowledge
	Children: Become familiar with the outdoor environment and Forest School routines Explore natural materials (leaves, sticks, mud, water) Begin to observe seasonal changes in their environment Develop language linked to what they see and experience Develop PSED skills through: • Building positive relationships with peers and adults in a new setting • Learning to share space, tools and resources • Taking turns and working cooperatively • Beginning to manage feelings such as excitement, frustration or uncertainty • Developing independence and self-regulation within clear boundaries	Children: Observe changes in weather, plants and animals Explore concepts such as growth and life cycles Begin to ask questions and describe changes over time Develop vocabulary linked to the natural world Continue to strengthen collaboration and communication with peers	Children: Use knowledge of the natural world in play and discussion Compare environments and talk about differences Engage in simple investigations and problem solving Show increased independence, resilience and confidence outdoors Work more collaboratively and purposefully with peers

Religious Education (Following the <i>Lighting the Path</i> 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)
Other Faiths/Cultural Celebration	Rosh Hashanah Yom Kippur	Diwali St Andrew's Day	Hanukkah	St Patrick's Day Ramadan	Eid-Al-Fitr St George's Day	Eid-Al-Adha
British Values	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.

Early reading is taught through a structured, systematic phonics programme (Read Write Inc), delivered daily. Children are regularly assessed and teaching is closely matched to their stage of development.

Children are provided with regular opportunities to write for a range of purposes across the curriculum and high-quality texts are used to develop vocabulary, comprehension and narrative understanding.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Writing develops from oral composition to independent sentence writing, supported by secure phonics knowledge.	Introduce Set 1 RWI Sounds (3 sounds per week) Letter formation practice Name writing practice Mark making	RWI in assessed groups Name and letter formation practice Begin blending CVC words Oral sentence rehearsal	RWI in assessed groups Writing CVC captions Begin simple sentences with finger spaces Traditional Tales	RWI in assessed groups Writing simple sentences increasingly independently Write for purpose (lists, labels, messages) Traditional Tales	RWI in assessed groups Independent simple sentences Writing short recounts Fact writing linked to knowledge Literacy Tree	RWI in assessed groups Independent sentence writing Postcards Simple fact files Literacy Tree
Writing Progression Overview	Mark making Name writing CVC captions		Simple sentences with finger spaces Phonetically plausible spelling Writing for purpose		Independent simple sentences Short recounts Knowledge-based writing	
	Core Knowledge Print carries meaning Sounds are represented by letters (Set 1 phonics – Read Write Inc.) Words are formed by blending sounds (CVC) Writing communicates meaning (including mark making) Sentences can be spoken before being written Core Vocabulary Sound, letter, phoneme, grapheme blend, word, CVC, write, mark making, name, sentence (oral), finger space (intro)		Core Knowledge Words can be segmented to spell Sentences are made of words with spaces A sentence communicates meaning Writing can retell stories and ideas Basic sentence structure and order Core Vocabulary Segment, spell, tricky words, sentence, finger space, capital letter, full stop caption, label, story Building Towards Year 1 Write simple sentences Use finger spaces		Core Knowledge Writing has different purposes (recount, facts, messages) Sentences can be linked Ideas can be sequenced Phonics supports fluent writing Core Vocabulary Sentence, idea, recount, fact, message, postcard, first, next, then, capital letter, full stop Building Towards Year 1 Write simple sentences independently Write 2–3 linked sentences	

	Building Towards Year 1 Recognise and use Set 1 sounds Begin blending CVC words Write name and some letters correctly Attempt simple words using phonics Orally compose a sentence	Spell simple words using phonics Begin basic punctuation Write for simple purposes (captions, labels)	Use phonics to spell with confidence Use basic punctuation more consistently Write for different purposes
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Mathematics is taught through a structured progression, ensuring that children develop a secure understanding of number, numerical patterns and shape, space and measure.

Mathematical learning is reinforced through continuous provision, where adults model and extend mathematical language and thinking.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Getting to know you Match, sort and compare Talk about measure and patterns	Its's Me 1, 2, 3 Circles & triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass & Capacity Growing 6,7,8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections Consolidation
Maths	Core Knowledge -Match and sort objects. -Compare groups (more, fewer, same). -Notice and copy simple patterns. -Begin using language of size and measure. Core Vocabulary same, different, match, sort, group, more, fewer, pattern, repeat, big, small, full, empty Building Towards KS1 -Comparing quantities	Core Knowledge -Count objects to 3. -Recognise numbers 1-3. -Understand that the last number counted tells how many. Core Vocabulary one, two, three, count, number, how many Building Towards KS1 -Secure counting -Understanding quantity	Core Knowledge - Explore numbers to 8, including composition of numbers within 5. Compare mass and capacity using everyday language. - Core Vocabulary - five-eight, more, fewer, same, part, whole, heavy, light, full, empty Building Towards KS1 - Number bonds within 5, comparing measures, understanding number order	Core Knowledge - Compare length and height, explore time language and build numbers to 10. -Recognise and explore 3D shapes Core Vocabulary long, short, tall, before, after, first, next, nine, ten, cube, sphere, cylinder Building Towards KS1 - Number bonds to 10, early measurement, recognising 3D	Core Knowledge - Count to 20 and explore teen numbers. Investigate how quantities change when objects are added or taken away and explore part-whole relationships. Core Vocabulary eleven-twenty, add, take away, altogether, part, whole, split, combine Building Towards KS1 Early addition and subtraction,	Core Knowledge - Share and group quantities, explore spatial reasoning and positional language, and apply number and shape knowledge to solve problems. Core Vocabulary share, group, equal, each, in, on, under, next to, behind Building Towards KS1 Early multiplication and division concepts, spatial reasoning, problem solving and

	-Sorting and classifying -Recognising patterns -Using mathematical language			shapes, sequencing events	understanding teen numbers, flexible number knowledge	mathematical reasoning
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	New Beginnings	Getting on and Falling Out	Say No to Bullying	Going for Gold	Good to be Me	Relationships / Change
	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 '<i>The Children's Toothbrushing Guide</i>'.					
	Given children's varying starting points and experiences, adults place a strong emphasis on emotional security, trusted relationships, routines, self-regulation and language for feelings. PSHE is supported through structured PSHE learning, including: new beginnings and belonging, relationships and friendships, managing feelings and behaviour, understanding right and wrong, growing independence and responsibility. Learning is reinforced through daily routines and interactions, stories and discussion, circle time and reflection and real-life situations in provision.					
PSED	Children are supported to: • Develop positive relationships with adults and peers • Understand and manage their feelings • Build confidence and independence • Follow routines and expectations			Adults model positive interactions and support children to: • Take turns • Share and cooperate • Develop resilience and perseverance		
	Autumn <u>Settling & Belonging</u>		Spring <u>Managing Feelings & Behaviour</u>		Summer <u>Relationships & Independence</u>	
	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	

	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 & Design	Children are supported to develop their creativity, imagination and ability to express ideas through a range of media. In our setting, EAD plays an important role in supporting communication, language development and emotional expression, particularly for children with EAL and those who may find it difficult to express themselves verbally. Children are taught how to use a range of tools, materials and techniques safely and purposefully. They are encouraged to explore, revisit, refine and talk about their creations, developing both independence and confidence in expressing their ideas.					
	Children are supported to: - Explore and experiment with a wide range of materials and resources - Develop their own ideas and represent these through art, music, movement and role play - Engage in imaginative play, storytelling and performance - Talk about what they have created and the process they have used		Adults support this by: - Modelling how to use tools, materials and techniques effectively - Introducing and reinforcing key vocabulary (e.g. colour, texture, join, design, perform) - Encouraging children to explain their ideas and reflect on their work - Providing opportunities for children to revisit and improve their creations		Opportunities for expression include: - Art and design (drawing, painting, joining, constructing) - Music, singing and rhythm - Dance and movement - Role play and small world - Storytelling and performance These opportunities are carefully planned to support both creativity and the development of communication and language.	
	Autumn <u>Exploring & experimenting</u>		Spring <u>Developing Ideas & Skills</u>		Summer <u>Creating & Expressing</u>	

	Children explore a range of materials, tools and textures Begin to engage in imaginative play based on familiar experiences Join in with songs, rhymes and simple performances Talk about what they are creating using simple vocabulary	Children begin to use tools and materials with increasing control and purpose Develop imaginative play and storytelling with greater detail Experiment with combining materials and techniques Begin to explain their ideas and choices	Children create with increasing independence and intention Use a range of materials and techniques to represent their ideas Engage in sustained imaginative play and storytelling Perform, share and talk about their creations with others
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Assessment	Inclusion
Assessment is ongoing and based on what adults notice during teaching, play and interaction. Staff: • Use observations to identify what children know and can do • Identify next steps for learning • Adapt teaching to meet individual needs Assessment is used to inform teaching and does not create unnecessary workload.	Adults adapt teaching through: • Modelling • Visual support • Scaffolding • Pre-teaching vocabulary • Small-group work and targeted support Expectations remain high for all children.

Curriculum Structure and Rationale		
<i>The curriculum is organised to move from the familiar to the less familiar, allowing children to build knowledge securely over time.</i>		
Autumn Term Settling, Belonging and Immediate Environment	Spring Term Exploration and Understanding Change	Summer Term Time, Place and the Wider World
Children begin by exploring their own experiences, including family, body and senses. This supports early language development and helps children to feel secure and confident within the setting. They then extend their understanding to their local environment, exploring seasonal change, day and night, and observing the world around them.	Children begin to explore the wider world, including animals, habitats and environments. They are introduced to simple scientific concepts through observation and discussion. Learning then develops to focus on growth and change, including plants, life cycles and seasonal change. This supports early understanding of processes and sequencing.	Children are supported to develop an understanding of past and present, drawing on their own experiences and familiar contexts. They then apply their knowledge to explore the wider world, including oceans, travel and different environments, preparing them for Key Stage 1 learning.

Continuous Provision Map

Continuous provision is carefully planned to support and reinforce key learning across the curriculum. Adults use interactions within provision to extend learning, introduce and reinforce vocabulary and support children to apply knowledge.

Area	Learning Focus	Examples of Learning	Adult Role
Role Play	Communication, language, social interaction	Retelling stories, acting out experiences	Model language, extend vocabulary, support dialogue
Construction	Problem solving, spatial awareness	Building structures, joining materials	Question thinking, introduce vocabulary
Small World	Storytelling, sequencing	Creating narratives using figures	Support storytelling, model sequencing language
Water	Measure, comparison	Filling, pouring, exploring capacity	Model mathematical language
Sand	Exploration, comparison	Investigating texture and volume	Introduce descriptive language
Creative Station	Fine motor, expression	Drawing, cutting, joining materials	Model techniques, encourage independence
Writing	Early writing skills	Mark making, writing words and sentences	Model writing, support phonics application
Maths	Number and pattern	Counting, sorting, problem solving	Extend thinking, model vocabulary
Outdoor	Physical development	Climbing, running, balancing	Support coordination, encourage active play

End of Reception Outcomes

By the end of Reception, children will be supported to work towards the Early Learning Goals. Most children will be able to:

- Communicate effectively in full sentences, using a broad and appropriate vocabulary
- Listen attentively and respond appropriately in a range of contexts
- Read simple sentences using secure phonic knowledge
- Write simple sentences independently, applying phonics
- Demonstrate a secure understanding of number to 10, including composition
- Talk about their immediate environment and wider world
- Understand basic concepts of past and present
- Show strength, coordination and control in both gross and fine motor skills

Children make strong progress from their starting points. Where children are not yet secure, staff identify next steps and provide appropriate support. For children not yet achieving a Good Level of Development, transition into Year 1 is carefully planned to ensure continuity of learning, with targeted support and appropriate provision to help them secure key skills and knowledge.