

Reception Long Term Curriculum 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	It's Good to be Me in Amazing Axminster...	Let's Celebrate Our Jurassic World!	Growing Up on Our Planet	Rule Britannia: Journeys	Making a Splash!	We are Explorers!
School Value	Friendship	Peace	Perseverance	Good Choices	Love	Celebrating Life
Key Texts	<ul style="list-style-type: none"> • Super Duper You • In Every House, on Every Street • The Gingerbread Man • Tiger Who Came to Tea • Let's Go For a Walk • Tree • Leaf Man 	<ul style="list-style-type: none"> • Pumpkin Soup • Sparks in the Sky • Dear Dinosaur • Thankful • Birthday Letters & Happy Birthday Winnie • The Scarecrow's Wedding • Monty the Penguin & Letters to Santa 	<ul style="list-style-type: none"> • Naughty Bus • Hello Spring • Hole in the Zoo • What the Ladybird Heard & Oliver's Vegetables • Winnie and Wilbur at Chinese New Year • Non-Fiction Texts about Police, Paramedics, Doctors... 	<ul style="list-style-type: none"> • Handa's Surprise • A Place Called Home • If I Were King • Whatever Next & Astro Girl • Little Red Hen Makes a Pizza • Non-Fiction Texts about occupations (health, fitness, healthy lifestyle) 	<ul style="list-style-type: none"> • Jack and the Beanstalk • The Odd Fish & Clean Up • Sharing a Shell & Sally and the Limpet • Mr Gumpy's Outing • The Extraordinary Gardener & Bud! 	<ul style="list-style-type: none"> • BUGS! • Betsy Buglove Saves the Bees • Look and Wonder: Amazing Lifecycle of Butterflies • Emma Jane's Aeroplane • Molly Rogers Pirate Girl
Poetry Basket Introduce a new poem each Monday	<ul style="list-style-type: none"> • Hungry Birdies • A Little House • The Fox • Sliced Bread • Breezy Weather • Leaves are Falling 	<ul style="list-style-type: none"> • Five Little Pumpkins • Chop Chop • Pointy Hat • Falling Apples • Dance • I Can Build a Snowman 	<ul style="list-style-type: none"> • Let's Put on Our Mittens • Carrot Nose • Monkey Babies • If I Were So Very Small • Popcorn 	<ul style="list-style-type: none"> • Pancakes • Spring Wind • Mrs Bluebird • Stepping Stones • Thunderstorm • Shoes 	<ul style="list-style-type: none"> • A Little Seed • A Little Shell • Pitter Patter • Five Little Peas • Furry, Furry Squirrel 	<ul style="list-style-type: none"> • I Have a Little Frog • Five Little Owls • Under a Stone • Cup of Tea • A Basket of Apples • Mice
Literacy Reading and Writing	<p>RWI Daily: by half term read set 1 single sounds + begin to blend orally. Daily letter formation to match taught sound.</p>	<p>RWI Daily: by end of Autumn Term, know all set 1 sounds, including special friends and blend sounds into words orally. Daily letter formation to match taught sound. Writing CVC words and words including special friends if appropriate.</p>	<p>RWI Daily: by end of Spring 1, read short Photocopy Ditties. Daily letter formation and word writing based upon taught sounds. Begin writing ditty sentences – introduction of 'Hold a Sentence' and use of finger spaces.</p>	<p>RWI Daily: by end of Spring 2 read Red Ditty Story Books. Hold a Sentence for Red level. Continuing with use of finger spaces and correct letter formation. Introduction of capital letters and full stops where appropriate (prioritising letter formation).</p>	<p>RWI Daily: by end of Summer 1, read Green Storybooks and some Set 2 sounds. Hold a Sentence for Green level. Correct letter formation (independently). Children to develop more independent writing, using finger spaces as a priority, and capital letters and full stops where appropriate.</p>	<p>RWI Daily: by end of Summer 2, read Green/ Purple Storybooks and some set 2 sounds. Hold a Sentence for Green/Purple level. Independent simple sentence writing using at least finger spaces and correct letter formation. Capital letters and full stops where appropriate.</p>
	<p>The first term focusing heavily on correct letter formation both within phonics lessons and within provision. Children will have opportunities to write known letters and may begin with write CVC words containing these sounds during Autumn 2 when 'Fred Fingers' has been introduced.</p>		<p>We continue to focus on correct letter formation throughout the year. Children will develop and build independence over the Spring and Summer Term. Children over a two-week cycle will participate in a range of simple sentence writing using our RWI scheme's 'Hold a Sentence' – focusing on explicit teaching of oral composition and use of finger spaces. We encourage children to use capital letters and full stops when they're ready. They will also complete 'writing' within our 'Where My Marks Begin' writing/discussion/mark making sessions in guided groups where we will focus on oral composition and use of vocabulary.</p>			

<p>PSED</p> <p>Personal, Social, Emotional Development</p>	<p>Jigsaw (PSHE) Being Me in My World</p> <p>Co-operation, sharing, making friends, developing relationships with peers and adults, playing together. Demonstrating friendly behaviour.</p>	<p>Jigsaw (PSHE) Celebrating Difference</p> <p>Looking at what they are good at, a focus on co-operation, sharing, helping others, solving problems, making friends. Refer to all statement in 3-4 years.</p>	<p>Jigsaw (PSHE) Dreams and Goals</p> <p>Staying motivated when doing something challenging, working well with others, having a positive attitude. Asking appropriate questions of others (visitors).</p>	<p>Jigsaw (PSHE) Healthy Me</p> <p>Making healthy choices, eating a healthy balanced diet, being physically active (OJ personal trainers to visit – Jemma).</p>	<p>Jigsaw (PSHE) Relationships</p> <p>Making friends, solving friendship problems, helping others to feel part of a group, showing respect. Take account of one another's ideas and about how to organise their activity.</p>	<p>Jigsaw (PSHE) Changing Me</p> <p>Understanding that everyone is unique and special, expressing feelings when change happens & knowing who to ask for help if they are worried about change. Show sensitivity to others' needs and feelings. Transition sessions into Y1.</p>
<p>Physical Development</p>	<p>(Gross Motor Baselines)</p> <p>Get Set 4 PE:</p> <p>Introduction to PE: Unit 1</p> <p>Fundamentals: Unit 1</p>	<p>Get Set 4 PE:</p> <p>Introduction to PE: Unit 2</p> <p>Fundamentals: Unit 2</p>	<p>Get Set 4 PE:</p> <p>Ball Skills: Unit 1</p> <p>Gymnastics: Unit 1</p>	<p>Get Set 4 PE:</p> <p>Games: Unit 1</p> <p>Dance: Unit 1</p>	<p>Get Set 4 PE:</p> <p>Ball Skills: Unit 2</p> <p>Gymnastics: Unit 2</p>	<p>Get Set 4 PE:</p> <p>Games: Unit 2</p> <p>Dance: Unit 2</p>
<p>Over the duration of the year, we will continue to develop our fine and gross motor skills through a range of activities and provision. Children will participate in group sessions focusing on gross motor including parachutes, trikes and bikes, use of large ribbons, 2 x weekly PE lessons... Fine motor activities include pencil grip focus, funky finger exercises, scissor practice, finger gym, dough gym...</p>						
<p>Communication and Language</p>	<p>Daily story sessions using quality texts: group and whole class.</p> <p>Joins in with repeated refrains Nursery rhymes and songs</p> <p>Poetry Basket, Mud kitchen, Role play</p> <p>Small world play - themed tuff trays each week</p> <p>Cooking - Following instructions. Introduced to new vocabulary. Asking questions.</p>	<p>Daily story sessions using quality texts: group and whole class.</p> <p>Joins in with repeated refrains Nursery rhymes and songs</p> <p>Poetry Basket, Mud kitchen, Role play</p> <p>Small world play - themed tuff trays each week</p> <p>Cooking - Following instructions. Introduced to new vocabulary. Asking questions.</p> <p>Nativity Performance!</p>	<p>Daily story sessions: Children listen attentively in a range of situations. Children respond to instructions involving a two-part sequence.</p> <p>Nursery rhymes and songs, Poetry Basket, Mud kitchen, Role play, Small World Play, Cooking.</p> <p>Visitors: Talking to visitors and asking and answering questions.</p>	<p>Daily story sessions</p> <p>Nursery rhymes and songs, Poetry Basket, Mud kitchen, Role play, Small World Play, Cooking.</p> <p>Visitors: Talking to visitors and asking and answering questions.</p>	<p>Daily story sessions</p> <p>Children listen attentively in a range of situations, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. Able to follow a story without pictures or props (drama/oral retelling).</p> <p>Retell a story to an audience</p> <p>Nursery rhymes and songs, Poetry Basket, Mud kitchen, Role play, Small World Play, Cooking.</p>	<p>Daily story sessions</p> <p>Children give their attention to what others say and respond appropriately, while engaged in another activity. They answer 'how' and 'why' questions about their experiences (e.g. our class caterpillar changes, farm trip...)</p> <p>Nursery rhymes and songs, Poetry Basket, Mud kitchen, Role play, Small World Play, Cooking.</p>

<p style="text-align: center;">Maths</p> <p style="text-align: center;">NCETM Maths Mastery Scheme</p> <p style="text-align: center;">https://axis.ncetm.org.uk/media/qytg0iuv/mastering-number-reception-overview.pdf</p>	<p>Term 1:</p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts <p>Shape, Space and Measure: See statements from Development Matters. Teach shape, space and measure statements through provision and in sessions where we don’t teach Mastering Number.</p>	<p>Term 2:</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • Begin to identify missing parts for numbers within 5 • Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • Focus on equal and unequal groups when comparing numbers • Understand that two equal groups can be called a ‘double’ and connect this to finger patterns • Sort odd and even numbers according to their ‘shape’ • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • Order numbers and play track games • Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p>Shape, Space and Measure: See statements from Development Matters. Teach shape, space and measure statements through provision and in sessions where we don’t teach Mastering Number.</p>	<p>Term 3:</p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Continue to develop their counting skills, counting larger sets as well as counting actions and sounds • Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • Compare quantities and numbers, including sets of objects which have different attributes • Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • Continue to identify when sets can be subitised and when counting is necessary • Develop conceptual subitising skills including when using a rekenrek <p>Shape, Space and Measure: See statements from Development Matters. Teach shape, space and measure statements through provision and in sessions where we don’t teach Mastering Number.</p>
--	--	---	---

<p style="text-align: center;">UW</p> <p style="text-align: center;">Understanding the World</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Describe what they see, hear and feel whilst outside. • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them (Autumn Changes) • Draw information from a simple map (where we live, planning a walk into town...) • Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community (Church, School...) • Recognise that people have different beliefs and celebrate special times in different ways. • Compare and contrast characters from stories, including figures from the past (Stone Girl, Bone Girl). • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Understand the effect of changing seasons on the natural world around them (Winter – Melting and Freezing). • Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year) • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries (Handa's Surprise). • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Talk about the lives of people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including seasons and changing states of matter (floating and sinking). • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Explore the natural world around them. 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Recognise some environments that are different to the one in which they live. • Draw information from a simple map.
<p style="text-align: center;">EAD</p>	<p>Explore, use and refine a variety of artistic effects to</p>	<p>Perform a song - Nativity Songs, in a class assembly...</p>	<p>Explore, use and refine a variety of artistic effects to express their</p>	<p>Yvonne Coomber, local artist. Create a 'wash', 'flick' paint to create a meadow.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Create collaboratively sharing ideas, resources and skills.</p>

<p>Expressive Arts & Design</p>	<p>express their ideas and feelings.</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody, (nursery rhyme singing...)</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Paint a self portrait</p> <p>Sing familiar nursery songs and rhymes</p> <p>Copying simple rhythmic patterns: clapping, tapping and using percussive instruments.</p>	<p>Traditional carols: Away in a Manger, Little Donkey. Painting of autumnal leaves + collage of nocturnal animals – choosing particular colours to use for a purpose. Colour mixing (link to Leaf Man)</p> <p>Making Christmas cards and crafts. Salt Dough ornaments.</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody, (link to Nativity play, nursery rhyme singing...)</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>ideas and feelings. Return to and build on their previous learning.</p> <p>Refining ideas and developing their ability to represent them.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody, (nursery rhyme singing...)</p> <p>Make up rhythms</p> <p>Create Chinese Dragon dance music and use instruments to represent different animals (link to key texts). Developing preferences for forms of expression.</p> <p>Engage in imaginative role play (linked to occupations they are learning about).</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>Create a meadow painting in her style. Send home as Mother's Day cards.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Use available resources to create props to support role play.</p> <p>Uses various construction materials.</p> <p>Joins construction pieces together to build and balance.</p> <p>Mother's Day crafts</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody, (link to Nativity play, nursery rhyme singing...)</p>	<p>Engage in imaginative role play.</p> <p>Play co-operatively. Provide a box of costumes linked to characters in traditional tales. Teacher led drama linked to Jack and the Beanstalk etc.</p> <p>Create music to match the storyline of Jack and the Beanstalk e.g. Jack creeping and hiding, the Giant chasing Jack down the beanstalk etc.</p> <p>Father's Day crafts</p> <p>Develop storylines in their pretend play.</p> <p>Perform a song: Sing in a group or on their own, increasingly matching the pitch and following the melody, (e.g. Fee Fi Fo Fum from BBC Teach: Primary Music) Lots of songs linked to Traditional Tales.</p> <p>Realises tools can be used for a purpose. Selects appropriate resources and adapts work where necessary – making boats (Mr Gumpy's Outing). Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Engage in imaginative role play. Playing co-operatively.</p> <p>Role play corners: Airport, Seaside, Ice-cream kiosk...</p> <p>Begin to be interested in and describe the texture of things.</p> <p>Use clay to create our own minibeasts.</p> <p>Realises tools can be used for a purpose. Selects appropriate resources and adapts work where necessary.</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody, (link to pirates and bugs etc) nursery rhyme singing...</p> <p>Make treasure map Dress up like a pirate for the day!</p>
<p>Enrichment</p>	<p>Walk into Axminster on market day.</p> <p>Baking – Gingerbread Men</p>	<p>Christmas Crafts</p> <p>Nativity Play</p> <p>Pantomime Visit</p> <p>Sparklers</p> <p>Possible Church visit linking to celebrations.</p>	<p>Police Visit</p> <p>Paramedic/Ambulance Visit</p> <p>Making Pancakes</p>	<p>World Book Day</p> <p>Mother's Day Crafts</p> <p>Fruit tasting – making fruit kebabs (Healthy Food Choices) – Link with a walk/trip to the shop.</p> <p>Dentist Visit & Personal Trainer Visit</p>	<p>Planting Beans</p> <p>Planting seeds/plants in our garden</p> <p>Design and make boats</p>	<p>Farm Trip – Newhay Farm School</p> <p>Class Caterpillars!</p> <p>Make scones for National Cream Tea Day!</p>

<p style="text-align: center;">Key Dates</p>	<ul style="list-style-type: none"> • End Sept/October – Harvest Festival • Diwali - 20th October 	<ul style="list-style-type: none"> • 31st October - Halloween • 5th November – Bonfire Night • 13th November – Kindness Day • 27th November - Thanksgiving • 1st December – Start of Advent 	<ul style="list-style-type: none"> • 9th – 15th February – Children’s Mental Health Week • 14th February – Valentines Day • 17th February - Chinese New Year • 17th February – Pancake Day 	<ul style="list-style-type: none"> • 5th March – World Book Day • 15th March – Mother’s Day 	<ul style="list-style-type: none"> • 11th – 17th May - Mental Health Awareness Week 	<ul style="list-style-type: none"> • Sports Day (TBC) • 21st June - Father’s Day • 26th June – National Cream Tea Day!
---	--	---	---	---	--	---