

EYFS Reception Curriculum Overview 2025 -2026

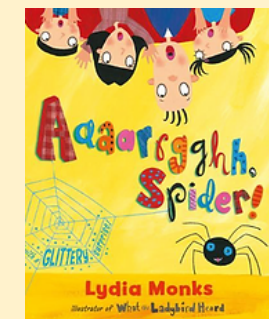
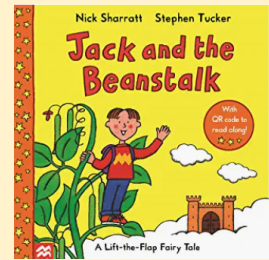
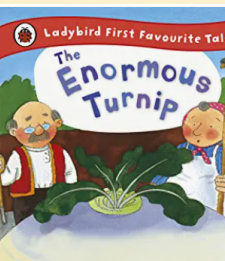
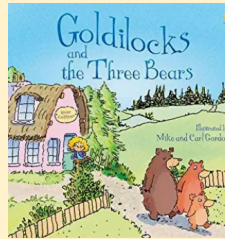
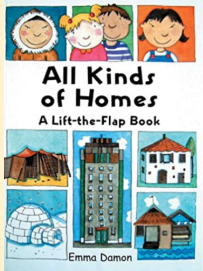
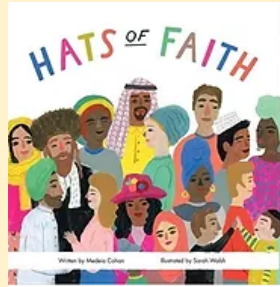
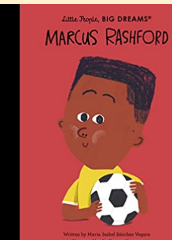
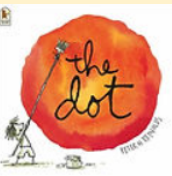
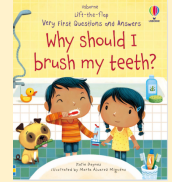
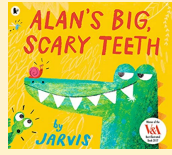
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planned Themes	Marvellous Me Homes and Communities PSED CAL PD	Festivals Home and Around the World Do all children celebrate the same things? PSED CAL PD UW	Traditional Tales Let's become storytellers and authors. CAL LITERACY MATHS EAD	Minibeasts, Life-cycles, Change and Growth CAL UW MATHS	Let's Journey Around Our World habitats Oceans, Rainforests Deserts and Space! PD UW CAL	All about Me! What have I learnt? What do I need to help me in Y1? Celebrating achievements CAL EAD
Enrichment Activities / Trips	Meet the Gruffalo-Launch Bedtime Stories Black History Month October World Mental Health Day Harvest Celebration	Halloween [31st Oct] Diwali Bonfire Night [5th November] Remembrance Day [11th November] Road Awareness Week Michael to talk to the children - Crossing the road outside school Anti-Bullying Week Children in Need [18th November] Hanukkah Christmas Jumper Day Christmas Activity Day Christmas Sing along	Smile Team Dentist Luna New Year 29th Jan Time to talk day Valentine's Day [14th February]	World Book Day 6th March Science Week Mother's Day 30th March Start of Ramadan 28th Feb begins Easter Easter Bunny Shrove Tuesday 4th March Eid 30th March	Walk to School Week	Pride Month Child Safety Week Father's Day 15th June World Music Day Wimbledon

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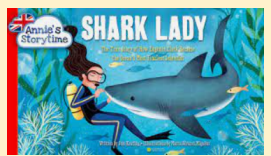
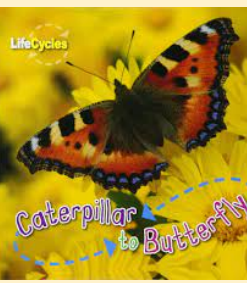
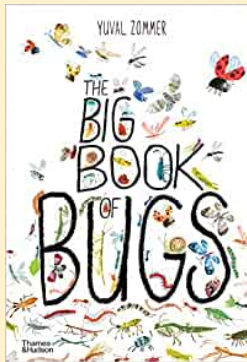
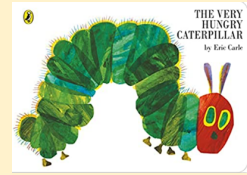
Careers Related Learning	Baby visit Hairdresser	Builder / Bricklayer Chef Michael - School Crossing Patrol	Firefighter Fire Engine Dentist Police Officer Police Car	Nurse Physiotherapist Tour of the school	Cabin Crew Train Driver Chef	Farmer Tractor visit
Personal, Social and Emotional Development	Build constructive and respectful relationships Manage own needs	Begin to see themselves as valuable individuals Express feelings and consider feelings of others	Identify and moderate own feelings Work and play co-operatively and take turns	Begin to show resilience in the face of challenge Think about perspective of others Positive attachments	Regulate own behaviour and work towards own goals Focused attention	Confident to try new things and show independence, resilience and perseverance in the face of challenge
Communication and Language	<p>In order to support Communication and Language we:</p> <p>Allow for the children to engage in numerous high quality conversations with their peers and with adults each day</p> <p>Provide a language rich environment</p> <p>Build language effectively through noticing, commenting and echoing back to children on what they are interested in</p> <p>Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems and then provide them with opportunities to use and embed new words</p> <p>Promote story telling and role play where children share their ideas with support and modelling from their teacher, children therefore become confident to use a range of vocab and language structures</p>					
Communication and Language Wellcomm assessments and interventions to support development of CAL blank levels Elklan strategies	Model listening and attention and build these skills. Engage in story times Develop social phrases Talk about familiar topic of self and family	Continue to develop vocabulary and provide opportunities to use new words. Encourage chn to ask questions. Chn begin to articulate ideas and thoughts and use talk to organise thinking. Listen to rhymes and songs paying attention to how they sound Children to use broadening range of vocab around broadening	Listen to and talk about stories to build understanding. Retell stories and gain deep familiarity with texts using exact repetition and some in own words. Help to create traditional tale story maps and make own	Learn rhymes, poems and songs Engage in non-fiction books about minibeasts Develop topic specific vocab Use new vocab in different contexts Describe events in some detail connecting ideas or actions using a range of connectives	Listen to and talk about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary Develop topic specific vocab linked to journeys around the world	Articulate ideas and thoughts in well-formed sentences Use new vocabulary throughout the day. Ask questions to find out more Use talk to work out problems and organise thinking. Explain how things work and why they happen Curriculum Bonanza to act as an opportunity for chn to showcase achievement of ELGs

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Literacy Core Texts



Easter




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<p>Maths White Rose Hub Reception Guidance See med term plan for detail</p>	<p>Phase 1 Match and sort Making comparisons Exploring pattern</p> <p>Phase 2 123 Representing 1 2 3 Comparing 1 2 3 Composition of 1 2 3</p> <p>Geometry and Spatial Thinking Circles and triangles</p> <p>Phase 3 Numbers to 5</p> <p>Geometry and Spatial Thinking Shapes with 4 sides</p> <p>Measurement Time</p>	<p>Phase 4 Alive in 5 Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity</p> <p>Phase 5 Growing 6, 7, 8 Making Pairs Combining 2 groups Length and Height Time</p> <p>Phase 6 Building 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p>	<p>Phase 7 Building numbers and counting patterns beyond 10</p> <p>Spatial Reasoning Match Rotate Manipulate</p> <p>Phase 8 Adding More and Taking Away</p> <p>Spatial Reasoning Compose and Decompose</p> <p>Phase 9 Find my Pattern Doubling Sharing and Grouping Even and Odd</p> <p>Spatial Reasoning Visualise and Build</p> <p>Phase 10 Deepening Understanding Patterns and Relationships</p> <p>Spatial Reasoning Mapping</p>			
<p>White Rose Science</p>						








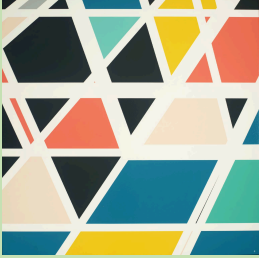
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Science	<p>That there are changes in the natural world through the seasons; That there are similarities and differences in the natural world. That there are key words/vocabulary associated with science; That the world is made up of different animals and plants; There are important processes and changes that happen; Use a range of Scientific equipment to help them develop their lines of enquiry. How science is used to help us.</p>					
<p>Science and DT See woodwork area plan</p> <p>Cooking area in provision supports independent application of skills</p>	<p>Investigation Science Sparks How to keep our teeth healthy</p> <p>Introducing making a cake for birthdays</p> <p>Introduce making playdough</p> <p>Apple crumble</p> <p>Vegetable soup</p> <p>Bread</p> <p>Seasonal change Autumn</p>	<p>Investigation Magnets</p> <p>Introducing making salt dough - Diva Lamps</p> <p>Pumpkin Soup</p> <p>Making a poppy wreath to put on the local cenotaph</p> <p>Chapatis</p> <p>Making Christmas cards</p> <p>Christmas natural orange and cloves decoration</p> <p>Constructing a christmas wreath for our homes</p> <p>Mince Pies</p> <p>Seasonal change Autumn to Winter</p> <p>Xmas Elf STEM challenges</p>	<p>Investigation Freezing and melting</p> <p>Making bird feeders</p> <p>Peppermint creams</p> <p>Stir fry</p> <p>Bread making</p> <p>Seasonal change Winter</p>	<p>Investigation Materials</p> <p>Germination in a bag</p> <p>Making Pancakes</p> <p>Making Mother's Day cards</p> <p>Sticky Webs</p> <p>Seasonal change Spring</p>	<p>Life Cycle of a caterpillar Caterpillar eggs arrive</p> <p>Investigation Eid sweets</p>	<p>Investigation Shadows</p> <p>Making Father's Day cards</p> <p>Seasonal change Summer</p> <p>Eugenie Clark Shark Lady</p>
<p>Geography What an EYFS Geographer</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Draw information from a simple map. Understand that some places are special to members of their community.</p>					


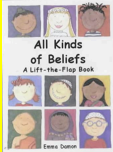


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<p>needs to understand</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>					
<p>Geography</p>  <p>Map of the world - Connections to that child.</p> <p>Add postcards throughout the year from Paddington</p>	<p>My World Where do I live? Who lives near to me?</p> <p>Diwali</p> <p>Introduce Paddington Bear Send Paddington Bear off on his journey and await his postcards back from the places / countries he will visit.</p>	<p>How do we get to the main building? Route to the main building Google Earth Map and key Festivals and celebrations around the world</p> <p>Introduce Paddington Bear Send Paddington Bear off on his journey and await his postcards back from the countries he will visit.</p> <p>Postcard 1 - London</p>	<p>Maps</p> <p>Luna New Year</p> <p>Draw maps of characters' journeys eg Corner Shop, Year 1, Forest School, Bakery</p> <p>Story maps</p> <p>Paddington Bear - Postcard 2 - Madagascar</p>	<p>Which minibeasts can we find in our local area? Explore school, and Moston Brook Contrast to minibeasts found around the world</p> <p>What is the world's largest spider?</p>	<p>The Wider World Locate 'shark hotspots'</p> <p>Life of a child in different countries (see Paddington Postcards)</p> <p>Using maps and globes Drawing own maps Google Earth</p>	<p>Revisit key Geography learning through floor books</p> <p>Revisit key vocabulary Where have we been and who have we met?</p> <p>Links to current sporting events or world news</p>
<p>History What an EYFS Historian needs to understand</p>	<p>Develop a sense of now and in the past That there are key words/vocabulary associated with the passage of time; That the passage of time changes us all; That the passage of time changes the world around us; We need to change what we do/wear in response to the passage of time; That events/celebrations take place at specific points of the year.</p>					
<p>History</p> <p>History Association EYFS schemes of work available to link into key learning</p>	<p>How have I changed since I was a baby? Historical enquiry Days of the week Timeline Yesterday, today, tomorrow, next week etc Wall calendar Birthdays Diwali</p> <p>Sharing News -</p>	<p>What are our favourite celebrations each year? Historical enquiry Bonfire Night Remembrance</p> <p>Christmas</p> <p>VIP - Special events Who is 5? Timeline - From birth to current day.</p>	<p>Why do we wear different clothes during the year? Historical enquiry</p> <p>Weather</p>	<p>What Time is it Mr Wolf? Passing of seasons - Spring</p>	<p>Who were the great explorers? Mae Jemison</p> <p>Old / New Transport Look at new and old</p> <p>Local area Now and Then</p> <p>Golf Course - Before School</p> <p>Cottons Mills</p>	<p>We can do anything! Discuss achievements of Figures from the past Celebration of women Draw a timeline of our time in YR What have we learned? Celebration Day!</p>





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	VIP Do dinosaurs still roam the earth?	Teachers - baby / toddler /child/teenager /adult / old age Did anything happen before I was born?			Has the railway always been there?	
Art Workshop in provision supports independent application of skills	Art Week Self portraits for Observational drawing of Autumn objects Leaf rubbings Andy Goldsworthy  Kandinsky 	Bonfire and fireworks Jackson Pollock  Rangoli patterns Outdoor large scale patterns Printing and pattern wrapping paper design Colour mixing Changing colours	Story maps Story sticks Puppets and sets Observational drawing fruit Forest printing  Winter trees 	Observational drawings of insects and plants and flowers 3D insects Create own lifecycles Matisse – The Snail 	Piet Mondrian - Primary Colours 	Sarah Morris  Children use skills learned to confidently draw, paint, sculpt, collage independently in the provision Observational drawings of sunflowers
Music Charanga	Charanga Me! Nursery Rhymes Autumn and All About Me themed songs Number songs	Charanga My Stories Christmas` Songs Songs linked to topic	Charanga Everyone! Music linked to Trad Tales There was a Princess Long Ago Golilocks went to the house of the bears Music Circle – Peter and the Wolf	Charanga Our World Musical instruments to represent insects Ugly Bug Ball Begin to look at composers, musicians and singers	Charanga Big Bear Funk Songs and dances linked to topic Musical instruments to match different wild animals	Charanga Reflect Rewind and Replay Music dance and role play focus of topic Performing for an audience Talent Show

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Physical Development	Real PE					
Physical Development	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, hammers, hacksaws, glue gun, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
See Long Term Fine Motor Skills	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Set up Funky Finger activities to develop fine motor Pencil grip and scissor skills	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, Climbing. Continue to develop fine motor skills Plan for skill development in the classroom areas	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus independently indoors and outside and in a group. Plan activities where chn showcase skills learnt. Teach Nursery children how to use tools etc Transition
Religious Education PSED link	All About Me We are One Family Which stories are special and why?  Diwali Harvest	Celebrations  Which people are special and why? Hanukkah Christmas	The Importance of Belonging Which places are special and why?  Luna New Year	Stories from the Bible Which times are special and why? Jonah and the Whale David and Goliath Noahs Ark	Me and My Friends Where do we belong? 	Moving On What is special about our world?
Active Citizenship How can we be good citizens?	Looking after our local area Litter Picking in our local area	Caring for our community Visit Local St Mary's Residential home to sing for residents	Caring for our community Retell our favourite stories to residents at St Mary's Residential Home	Showing concern for living things Protect creatures in our locality	Showing concern for living things Link to litter picking – visit local stream look for litter/pollution Link to wider world	Recycle and Reuse Global Changes /Impact Learn about ways to recycle and reuse and teach our families and

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<p>Maya Angelou Emmeline Pankhurst Florence Nightingale</p> <p>LPBD- Series</p>		<p>Set up Pen Pals with residents</p>		<p>Make bird feeders, hedgehog homes, bee homes and bug hotels</p> <p>Plant things that birds and bees like</p> <p>Make feeders etc look at local wildlife</p>	<p>Plastic pollution in our oceans – what can we do?</p> <p>Endangered animals David Attenborough Climate Change</p> 	<p>friends how to do the same</p> <p>Caring for our Community</p> <p>Share our curriculum journey with Holly Court</p> 
<p>British Values</p> 	<p>Democracy: making decisions together:</p> <ul style="list-style-type: none"> ✓ Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. ✓ Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued. <p>Rule of law: understanding rules matter</p> <ul style="list-style-type: none"> ✓ Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. ✓ Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up <p>Individual liberty: freedom for all</p> <ul style="list-style-type: none"> ✓ Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks. ✓ Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. <p>Mutual respect and tolerance: treat others as you want to be treated</p> <ul style="list-style-type: none"> ✓ Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences ✓ To encourage and explain the importance of tolerant behaviour such as sharing and respecting other's opinions <p>Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>					
<p>Parental Involvement</p>	<p>Workshop: Meet the Teacher</p> <p>How can I support my child</p>	<p>Workshop: How can I support my child with reading at home?</p> <p>Phonics and Early Reading</p>	<p>Workshop: How can I support my child with maths at home?</p> <p>Early Maths</p>	<p>Workshop: How can I use books to teach knowledge of the world?</p>	<p>To be planned for the needs of parents. Google forms sent out to ask parents.</p> <p>Father's Day Tea Party</p>	<p>Celebration Day</p> <p>Parents come and watch take part and celebrate their child's achievements</p>

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	<p>with reading at home?</p> <p>Bedtime Stories</p> <p>Oral Hygiene</p>	<p>Stay and Play: phonics games and opportunity to read with child</p> <p>Christmas Sing A - long</p>	<p>Discussion around six main areas of maths and how parents can help at home</p> <p>Stay and Play Opportunity to play with children using manipulatives and representations</p>	<p>Understanding of the World/Literacy How to spot learning opportunities in books and how to use children's interests</p> <p>Stay and Play: Easter activity day</p> <p>Mother's Day Tea Party Mum/ Grandma/ Nanna to come into class for an afternoon tea.</p>	<p>Dad/Grandad/ Uncle to come into class for football, board games and Pizza.</p>	
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