

Curriculum Planner

Term: Autumn 1 2026

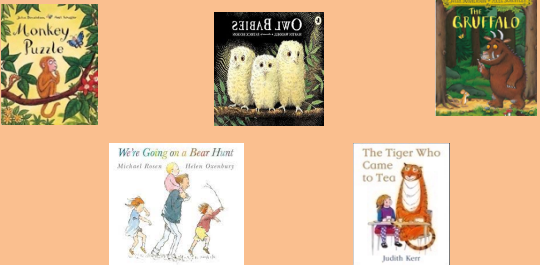
Year: Reception

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
Key books Working together Whole group book shares Class library to encourage home reading Confidence in sharing and talking about books Set 1 phonics / Talk for Writing / Story sacks / Re-telling stories/Story listening station Descriptive language: characters. Story and character focus on topic: repetitive phrases. Respecting each other's views and opinions in group discussions.	– Collective worship focus Class collective worship book Class reflection area Whole school collective worship Watching the seasons change Caring for plants as they grow End of day and lunchtime prayers Godly play Litter picking – keeping our area litter free in order to protect the environment and the wildlife. Discussions about feelings and concerns	Fruit, milk and water – keeping our bodies healthy Family traditions Gross motor skills on climbing equipment Taking coats off and putting on – independence Cleaning teeth as part of daily health routines – virtual guide Washing hands after toileting and before eating - independence Going to the toilet independently Modelling play for new children PSHE programme
<u>Core text</u> How to catch a star Oi frog The Gruffalo The Tiger who came to tea Jack and the Beanstalk The nativity We're going on a bear hunt	<u>Cultural Capital</u> Use of outside space. High quality language and communication skills modelled. Use of NELI programme to support vocabulary Access to high quality text within books throughout the curriculum Use of exercise equipment Use of outside space	<u>Global Learning</u> Understanding what the world is Beginning to form an understanding of global issues Looking at countries of origin Discovering where countries are using our globe What is a family? Family members What is important to us?

Topic: It's good to be me!

<u>Communication and language</u> We use WELLCOMM to support children with English as an Additional Language. We will be beginning to use the NELI programme to support all children's language development. All adults model good spoken English and develop children's vocabulary using quality texts, discussion, modelling and rephrasing. Adults model one word to convey need e.g. drink; they then add a word on e.g. more drink, drink please; extending the sentence at the pace of the child e.g. can I have a drink please until the child is able to communicate need. Vocabulary will be explored and developed using the programme, Drawing Club	<u>Physical development</u> See pre-writing skills progression document for details of how we support children's fine motor development and early writing skills. Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities. Develop the small motor skills so that they can use a range of tools, competently, safely and confidently. Develop core muscle strength to achieve a good posture when sitting at a table or on the floor.	<u>Personal, social and emotional development</u> Settling in / Building relationships / Social interactions All children to take part in discussions regarding topical issues/concerns in the classroom after reading a related story. e.g. transition, friendship, kindness, sharing. New PSHE programme – discussions based around stories.
<i>Listening, Attention and Understanding</i> Children will be able to understand how to listen carefully and know why it is important. <i>Speaking</i> Children will talk in front of small groups and their teacher offering their own ideas.	<i>Self-Regulation</i> Children will be able to follow one step instructions. Children will recognise different emotions – emotion station to support understanding. Children will focus during short whole class activities. <i>Managing Self</i> Children will learn to wash their hands and use the toilet independently. <i>Building Relationships</i> Children will seek support from adults and gain confidence to speak to peers and adults.	<i>Manipulation and coordination</i> Explore balance and managing own body including manipulating small objects. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command. <i>Gross Motor</i> Use climbing equipment safely and competently. Negotiate space effectively and safely <i>Fine Motor</i> Begin to use a dominant hand Begin to form recognisable letters. Begin to use scissors effectively. <i>Health and Self Care</i> To attend to toileting needs and wash hands independently.

<u>Literacy</u> We will develop story telling skills through discussion, deconstruction and repetitive story telling. 	<u>Mathematics</u> Children will follow the Mastering number programme. Children will begin to understand number pattern and basic number bonds to 5 with the support of the “Numberblocks” series. Children will explore concrete resources to develop their understanding.	<u>Understanding the World / People and communities</u> 4The respond to planned questions about the ‘book of the week’ which supports their scientific thinking. Activities are planned that focus on the world beyond our school and comparisons are made with other countries. We observe and respond to the changing seasons through the use of daily discussions (calendar) Planned Scientific adult led activities and provocations linked to stories and scientific careers
Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make.	Number Children will have a deepening understanding of 1-5, both through the Mastering Number programme and the use of traditional number songs and rhymes. Numerical Patterns Children will verbally say which group has more or less and develop subitising skills, both through the Mastering Number programme and the use of traditional number songs and rhymes.	<i>History: Past and Present</i> Children will know about their own life story and how they have changed. <i>Geography: People, Culture and Communities</i> Children will know about features of the immediate environment. <i>Science: The Natural World</i> Children will understand the terms ‘same’ and ‘different’. <i>RWV: Which stories, people and events are special to me</i> Children will talk about the people special to them and talk about why. Have an understanding of family and friends within their own community. Have an understanding of the Nativity and the importance of Jesus. Begin to have an understanding of Hinduism, specifically Diwali, Rama and Sita. <i>Technology: Understanding the World</i> Children will know how to Use age-appropriate equipment to create images and record videos.

<u>Expressive arts and design</u> Children will be taught following the Charanga music scheme. They will learn about some composers of the moment along with the rest of the school. Children will be following the Kapow Art and DT Programme. We ensure that our interactions during child-initiated play foster independence and individual imagination.	<u>Parental Engagement:</u>	<u>Visitors and visits</u>
<i>Music: Being Imaginative</i> Children will sing and perform nursery rhymes. <i>See Charanga Progression of Skills document.</i> <i>D & T: Junk modelling</i> Investigating materials and construction techniques using junk modelling while developing scissor skills and joining methods. The children make verbal plans, choose suitable materials and solve problems as they design and build their own models.	Story shares with parents Welcome meeting with all parents invited Library books Daily contact at the gate Tapestry	N/A this term – settling in