



Curriculum Planner

Term: Autumn 2 2025

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.'

Church school value of the term:	British value of the term:
Generosity	Individual Liberty

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 Phase 1 phonics and beginning phase 2 for some children / Talk for Writing / Story sacks / Re-telling stories Descriptive language: characters Story and character focus on topic: repetitive phrases. Respecting each other's views and opinions in PSHE discussions. Scientific thinking and questioning in STEM activities	Generosity– 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 Discussions about feelings	Fruit, milk and water – keeping our bodies healthy Running and controlling movement Family traditions Gross motor skills on climbing equipment Taking off and putting on shoes and socks for PE – independence Dressing in coats and hats for outside play - independence Washing hands Being aware when children need the toilet Going to the toilet independently Modelling play for any new children TastED

<u>Communication and language</u> Reception use Wellcomm to support children with English as an Additional Language. All adults model good spoken English and develop children's vocabulary using quality texts, discussions and modelling. Reception use the Word Aware programme to support vocabulary acquisition and promote further understanding. Modelling – 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.	<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> New children throughout the year Settling in / Building relationships / Social interactions
Talk for writing Sing songs Speak in front of a group of people Make comments and celebrate similarities and differences (festivals, cultures, religions) Wellcomm activities Drawing Club activities	<u>Gymnastics/Body movement</u> To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus. Gross Motor – Use climbing equipment safely and competently. To use the Trim trail safely. Negotiate space effectively Balance and coordinate safely. Fine Motor- Begin to use a dominant hand Begin to form recognisable letters. Begin to use scissors effectively. Independently – To attend to toileting needs To wash hands independently	Discussing different cultures and festivals Talk about differences Celebrate cultures and differences within community Managing hygiene, sometimes with support
<u>Literacy</u> Phonics Listen to daily stories Individual readers Oral blending Sounds making words Red words Sequencing familiar stories Demonstrating understanding of what has been read/heard Sentence about the nativity Write a sentence and label a picture (nativity) Write a letter to Santa Speech bubbles	<u>Mathematics</u> <u>White Rose Maths</u> Circles with triangles 1, 2, 3, 4, 5 Shapes with 4 sides	<u>Science</u> Science books story books/Scribble sheet: (STEM) 1, 2, 3, What can you see in Autumn? Black Rabbit. How to catch a star. Exploring natural materials Diwali Christmas Family traditions Birthdays Use of iPad Observe Seasonal changes World Hello Day Different cultures traditions

The Nativity Whatever next How to catch a star Christmas stories		Significant events in own lives and families' lives. TastED RWV curriculum
<u>Expressive arts and design</u> Painting Music My Stories – explore using your imagination, Christmas, Festivals, Superheroes, Let's pretend, Once upon a time Artist and composer of the moment	<u>Cultural Capital</u> Use of outside space. High quality language and communication skills modelled. Access to high quality text within books throughout the curriculum Lincolnshire Smiles Woodland walk Adult modelling of high-quality language through Word Aware and Drawing Club <u>Core text</u> Reception Bonfire night 1, 2, 3, what can you see in Autumn? How to catch a star The very helpful hedgehog Whatever next? Oi Frog! The Nativity Rama and Sita Christmas stories	<u>Global learning</u> Understanding what the world is Global Learning Exploring different countries through Language of the moment and class nationality World Hello Day - Bulgaria Learning about England Diwali – Hindu festival of lights Traditional Indian stories <u>Caring for our environment and each other</u> Litter picking Washing hands Supporting with toileting Helping our friends Woodland walk
Parental engagement: Library books Daily contact at the gate Christmas Nativity Talk for Writing and songs <u>Use of Artificial Intelligence:</u> Use of google Earth when following children's interests Virtual tour of North Pole		
Visitors and visits Meet Santa – online		