



Curriculum Planner

Term: Spring 2 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.'

Church school value of the term:	British value of the term:
Friendship	Tolerance of those of different faiths and beliefs

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 Group book shares Story time with parents Class library to encourage home reading Confidence in sharing and talking about books Phonics Talk for Writing / Story sacks / Re-telling stories using props Descriptive language: characters. Story and character focus on topic: repetitive phrases. Respecting each other's views and opinions in aspirations Dreams for our future	Friendship – 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 Tolerance: of each other, of different faiths and different ideas Understanding that we must care for all life, including plants and animals	Fruit, milk and water – keeping our bodies healthy Family traditions Gross motor skills on climbing equipment Getting changed for PE – independence Washing hands Going to the toilet independently Modelling play for new children and those needing support Healthy eating – snacks and exploring foods in TastEd Planting seeds Change in seasons Looking after our bodies including warming up and cooling down in PE

<p align="center"><u>Communication and language</u></p> <p>Wellcomm used 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. Modelling – Adults model one word to convey need eg drink; they then add a word on eg more drink, drink please; extending the sentence at the pace of the child eg can I have a drink please until the child is able to communicate need. Vocabulary is extended and embedded through the use of interactive conversation with the children as they learn through play.</p>	<p align="center"><u>Physical development</u></p> <p>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.</p> <p>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</p>	<p align="center"><u>Personal, social and emotional development</u></p> <p>Children supported in friendship choices, self-regulation, working together and valuing each other’s point of view. Following the rules of the classroom and understanding why they are important for all of us.</p>
<p>Engage in Drawing Club sessions with creative vocabulary to develop language Discuss changes in the environment Describe using senses Sing songs Respond to stories Make choices Name and sort living things/baby animals All adults model a good standard of spoken English and develop children’s vocabulary using quality texts, discussions and modelling. (Support for adults in all areas of the classroom) 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 independently. Re-tell a story and follow a story without images or props Engage in non-fiction books and use new vocabulary in different contexts</p>	<p><u>PE: Manipulation and coordination</u> Send and receive a variety of objects with different body parts. Work with others to control objects in a space. Coordinate body parts in a variety of activities and in different ways.</p> <p>Gross Motor – Take calculated risks in the outdoor area. Negotiate space effectively. Balance and coordinate safely.</p> <p>Fine Motor- Use a dominant hand Begin to form recognisable letters. Begin to use scissors effectively.</p> <p>Independently – Handle different apparatus safely. Wash hands independently Brush teeth, use the toilet and wash hands independently.</p> <p>Healthy choices – Start to think about healthy food choices, exercise and hygiene can contribute to good health.</p>	<p>Understanding that people need help Talk about people who help us Discussions around behaviour</p> <p><i>Self-Regulation</i> Children will identify and moderate their own feelings socially and emotionally.</p> <p><i>Managing Self</i> Children will develop independence when dressing and undressing.</p> <p><i>Building Relationships</i> Children will and listen to the ideas of other children and agree on a solution and compromise.</p>

<p style="text-align: center;"><u>Literacy</u></p> <p>Reception follow Ruth Miskin's Read, Write inc as our systematic synthetic phonics programme.</p>	<p style="text-align: center;"><u>Mathematics</u></p>		<p style="text-align: center;"><u>Understanding the World / People and communities</u></p>
<p>Instructions – planting a Sunflower Signs of spring – what can we find? Retell stories Story mapping Traditional Tales: Jack and the Beanstalk The enormous turnip The giant of Jum What's this? A seed story The Growing Story Drawing Club – vocabulary focus <i>Comprehension</i> Children will be able to talk about the characters in the books they are reading. <i>Word Reading</i> Children will read words containing tricky words and digraphs, <i>Writing</i> Children will write labels/phrases representing the sounds with a letter/letters.</p>	<p>Building 9 and 10 Find 9 and 10 Compare numbers to 10 Composition to 10 Represent 9 and 10 Make arrangements of 10 Conceptual subitising to 10 Bonds to 10. 1 more/less Doubles to 20 Explore odd and even</p>	<p>Explore 3D shapes Recognise and name 3D Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Copy and continue patterns Identify more complex patterns Patterns in the environment</p>	<p>Plants Gardening Changes in the environment The world and different countries RWV: Special and Sacred. What do I know about Easter and Holi? The stories of Krishna, Holika and Prahlad. How Hindus celebrate Holi.</p>
<p><u>Expressive arts and design</u></p>	<p><u>Cultural capital</u></p>		<p><u>Global learning</u></p>
<p>Music – Charanga Our World - explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space. Composer of the month</p>	<p style="text-align: center;"><u>Core texts</u></p> <p>Goldilocks and the Three Bears Oi Frog! We're Going on a Bear Hunt Jack and the Beanstalk How to catch a star The Tiger who came to Tea The Nativity The Gruffalo</p>		<p><u>Caring for our environment and each other</u> Litter picking Washing hands Supporting with toileting Helping our friends Woodland walk Children's Rights Charter Ramadan</p>

Parental engagement:

Story time – parents invited
Tapestry
Library books
Parents evening appointments

Visits and visitors:

Possible visit from a police person

Outdoor learning:

Sand play
Water play
Construction with recycled materials
Vet role play
Dressing up role play
Mud kitchen
Prams and dolls
Trikes, bikes and scooters
Music area