



Reception Overview



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

At St. Thomas More Primary School, our Reception curriculum has been carefully designed to build on the firm foundations established in Nursery and at home, giving children a purposeful and joyful start to their school journey. Rooted in our school values of family, aspiration, and love, and guided by our strong Catholic ethos, our Reception curriculum nurtures every child so that they grow in confidence, character, and skill.

We follow the Early Years Foundation Stage (EYFS) framework, supporting children to develop across all seven key areas of learning. In Reception, children continue to learn through exploration and play, while also being introduced to more structured teaching that develops their communication, social, physical, literacy, and numeracy skills, as well as their creativity and understanding of the world around them.

Our Reception curriculum is sequenced to ensure clear progression, both within the Early Years and into Key Stage 1. Carefully planned steps support children to build on what they already know and can do, while also preparing them for the expectations of the National Curriculum.

Our Reception environment, both indoors and outdoors, is designed to promote curiosity, independence, and resilience. We work closely with families to build strong partnerships, ensuring that every child is supported, valued, and celebrated.

Through ongoing observation, assessment, and reflective practice, we ensure that all children make meaningful progress and are given the right support and challenge to thrive. Our Reception curriculum gives children the knowledge, skills, and personal qualities they need to flourish, laying secure foundations for the rest of their learning journey in a setting shaped by love, faith, and excellence.

Further details on how learning in Reception connects to progression across the whole school can be found in our subject overviews on the school website.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Magical Me	Let's Celebrate	Once Upon a Time	Animals	Ready, Steady, Grow	The Big, Wide World
Enhanced Learning Opportunities	<p>Year A</p> <ul style="list-style-type: none"> -Meet all staff members in the school. -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> -Meet all staff members in the school. -Forest Fridays 	<p>Year A</p> <ul style="list-style-type: none"> -Visit St Joseph's Church during Advent. -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> -Walk to the local park -Forest Fridays 	<p>Year A</p> <ul style="list-style-type: none"> -Fire Service Visit -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> -Durham Police Visit -Forest Fridays 	<p>Year A</p> <ul style="list-style-type: none"> -Bring up a butterfly -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> Visit to St Joseph's Church during Lent -Forest Fridays 	<p>Year A</p> <ul style="list-style-type: none"> -Birds of Prey Visit -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> -Living Eggs (Hatch a chick) 	<p>Year A</p> <ul style="list-style-type: none"> -Farm Visit -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> -Aquarium Visit -Forest Fridays
The children will also visit the local library across the school year.						
Communication and Language	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> -Understand why it is important to listen -Begin to listen in different environments for different purposes e.g. story time, liturgical prayer, singing practice, circle time. - Demonstrate active listening behaviours (stay still, face person talking, wait your turn to speak), with occasional support. -Understand classroom rules and routines around listening e.g. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> -Enjoy listening to a range of stories and join in with repeated phrases. -Become familiar with repeated stories and discuss these with occasional support. -Follow simple 2 step instructions with occasional support or visual reminders. <p>Speaking</p> <ul style="list-style-type: none"> -Begin to use vocabulary from familiar stories when retelling or discussing a favourite story. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> -Begin to understand the relationship between speaking and listening. -Listen carefully to songs and rhymes paying attention to how they sound. -Retell familiar stories using some exact phrasing. -Follow simple 2 step instructions with occasional support or visual reminders. <p>Speaking</p> <ul style="list-style-type: none"> -Retell familiar stories using some exact phrasing. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Understand that we need to listen carefully to respond appropriately in a turn taking conversation. -Understand the importance of maintaining a thread in a conversation or discussion. -Listen to and engage in selected non-fiction texts. -Follow simple 2 step instructions with occasional support or visual reminders. <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listen carefully in a range of situations (whole class, small group, one-to-one) and respond appropriately. -Follow 2-3 step instructions without the need for visual prompts. -Maintain focus during longer stories and discussions, recalling key details. -Listen to and discuss non-fiction texts, beginning to share their own knowledge or experiences linked to the text. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listen attentively in a wide range of contexts and demonstrate understanding by responding appropriately. -Follow 3-part instructions independently (e.g. "Get your book, put it in your bag, and line up"). -Contribute relevant ideas to whole-class and group discussions, staying on topic. -Demonstrate understanding of non-fiction by recalling

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	<p>countdown and use these with increasing independence.</p> <p>Speaking</p> <ul style="list-style-type: none"> -Communicate their wants and needs with their peers and familiar adults. - Respond to simple social phrases from unfamiliar adults around school. - Become increasingly confident joining in with small group and 1:1 discussions. -Begin to use talk in their play to share their ideas. -Use longer sentences of four to six words. -Use talk to communicate about their home and family. -Respond to questions involving what, when, where, who with increasing accuracy independently 	<ul style="list-style-type: none"> - Retell a favourite story or create their own in play. -Use newly learnt vocabulary in their play. -Begin to discuss and explain their observations e.g. seasonal change. -Respond to questions involving what, when, where, who with increasing accuracy independently. 	<ul style="list-style-type: none"> -Use newly learnt vocabulary in their play. -Begin to use a range of connectives in their speech – and, because, but, so. -Listen to, and discuss some selected non-fiction texts. -Respond to questions involving what, when, where, who with increasing accuracy independently. -Begin to formulate simple questions 	<ul style="list-style-type: none"> - Begin to use newly learnt vocabulary in different contexts. -Begin to use sequencing words to give more detail to answers. -Listen to, and discuss some selected non-fiction texts. -Respond to why questions with support. - Begin to formulate simple questions. -Begin to use talk to organise thinking and activities. 	<ul style="list-style-type: none"> -Begin to understand that listening carefully helps them learn new things <p>Speaking</p> <ul style="list-style-type: none"> - Use newly learned vocabulary with increasing confidence in different contexts, including play and discussion. -Retell events or experiences in sequence using words such as first, then, after, finally. -Ask their own questions to find out more in discussions or when exploring new topics. -Begin to respond more independently to why and how questions with logical answers. -Use talk to explain their thinking or to plan what they are going to do. 	<p>facts and explaining what they have learned.</p> <ul style="list-style-type: none"> -Show active listening behaviours consistently (looking at the speaker, waiting for their turn, responding thoughtfully). <p>Speaking</p> <ul style="list-style-type: none"> - Confidently use a wide range of vocabulary across the curriculum and in play. -Retell stories and events in order, using sequencing vocabulary and detail to engage the listener. -Ask and answer a range of questions independently, including why and how. -Express and justify their own ideas and opinions in full sentences. -Use talk to problem-solve, negotiate, and collaborate with peers.
<p>Physical Development</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> -Exploration of outdoor equipment – trikes, scooters, tyres, climbing wall, climbing frame, digging spades. -Exploration of basic body movements – walking, jogging, 	<p>Gross Motor</p> <ul style="list-style-type: none"> -Continue to explore and refine fundamental movement skills – walking, jogging, jumping, crawling, rolling, balancing 	<p>Gross Motor</p> <ul style="list-style-type: none"> -Continue to explore and refine fundamental movement skills – walking, jogging, jumping, crawling, rolling, balancing 	<p>Gross Motor</p> <ul style="list-style-type: none"> - Continue to explore and refine fundamental movement skills – walking, jogging, jumping, crawling, rolling, balancing 	<p>Gross Motor</p> <ul style="list-style-type: none"> - Confidently use a range of fundamental movement skills, changing speed and direction safely. -Begin to combine movements in 	<p>Gross Motor</p> <ul style="list-style-type: none"> - Confidently and safely negotiate space when running, chasing, and playing games. -Demonstrate control and co-ordination in movement sequences and dance.

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	<p>sprinting, jumping, crawling Moving at different speeds and directions, begin to negotiate space.</p> <ul style="list-style-type: none"> -Exploration of small equipment – large and small balls, bean bags, quoites, hoops. -Begin to take part and follow instructions in team games with support. -Pre-writing muscle strengthening activities – mud mixing, large scale paintin etc <p>Self-help</p> <ul style="list-style-type: none"> -Become more confident using the toilet independently. -Wash and dry hands -Put on and take off coat -Use a knife and fork for eating. -Understand oral health and why it is important -Establish expectations for lining up and moving around school. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Hold scissors effectively and use to make snips in paper. -Begin to show preference for a dominant hand. 	<p>-Introduce gymnastic apparatus and encourage moving over apparatus in different ways (slide, crawl, climb, jump, land)</p> <ul style="list-style-type: none"> -Become confident when working at different heights. -Understand simple risk management when working on large apparatus and follow with increasing independence e.g. ensuring mat is clear before jumping <p>Self-help</p> <ul style="list-style-type: none"> -Use the toilet independently. - Wash and dry hands and know why this is important. -Put on and take off coat independently. -Change into wellies and waterproofs and then back into shoes independently. -With occasional support, follow expectations for lining up and moving around school. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Develop scissor control – wavy lines -Begin to show preference for a dominant hand. 	<p>-In dance, join in a range of different movements changing speed and style.</p> <ul style="list-style-type: none"> -Movement in dance to cultural music -Create a short movement phrase <p>Self-help</p> <ul style="list-style-type: none"> -Understand the importance of oral health and how to maintain good oral hygiene. -Begin to use a zip with support. -Change into wellies and waterproofs and then back into shoes independently. -With occasional support, follow expectations for lining up and moving around school. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Develop scissor control – circles -Continue to develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, small bead threading, lacing. -Write known letters/ letter families with correct starting points and orientation. 	<p>-Understand the roles of attack and defence in games.</p> <ul style="list-style-type: none"> -Create a score sheet to record game wins. Turn take in a game with occasional support. <p>Self-Help</p> <ul style="list-style-type: none"> - Begin to use a zip with support. -Change into wellies and waterproofs and then back into shoes independently. -Understand about healthy food choices and the importance of water to health. -Road safety – know how to keep safe when walking near a road – holding a hand/ buggy, not walking too close to the kerb etc. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Develop scissor control – circles D -Write known letters/ letter families with correct starting points and orientation. -Daily handwriting practice of high frequency words – me, my, the, was. -Continue to develop a comfortable tripod grip for mark making. 	<p>sequences (e.g. run, jump, balance, roll).</p> <ul style="list-style-type: none"> -Join in simple team games, showing awareness of space and others. -Show increasing control when using large outdoor equipment (climbing frame, bikes, scooters). -Begin to follow rules in structured physical activities with less adult support <p>Self-Help</p> <ul style="list-style-type: none"> - Use zips, buttons, and fastenings with growing independence. -Begin to use a knife and fork to eat a range of foods with support. -Talk about the importance of good oral health and demonstrate brushing techniques. -Manage clothing and footwear independently when changing for outdoor play or PE. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Use scissors with increasing accuracy to cut around simple shapes and lines. -Write recognisable letters, including most 	<p>-Take part in team games, understanding roles, rules, and fair play with minimal support.</p> <ul style="list-style-type: none"> -Confidently climb, balance, and swing using outdoor equipment. -Show stamina and control during sustained physical activity. <p>Self-Help</p> <ul style="list-style-type: none"> - Dress and undress independently, including zips, buttons, and shoes. -Use cutlery confidently and show good table manners. -Talk about healthy choices confidently, including diet, oral health, sleep, and exercise. -Demonstrate independence in managing belongings and routines. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Use scissors to cut with accuracy along complex lines or shapes. -Write short words and simple sentences with mostly correct letter formation.
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	<ul style="list-style-type: none"> -Continue to develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, small bead threading, lacing. -Mark making – lines, circles, zig zags, left to right directionality Begin to use a tripod grip for mark making. 	<ul style="list-style-type: none"> -Continue to develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, small bead threading, lacing. -Mark making – lines, circles, zig zags, left to right directionality -Continue to develop a comfortable tripod grip for mark making. 	<ul style="list-style-type: none"> -Continue to develop a comfortable tripod grip for mark making 		<ul style="list-style-type: none"> in their name, with correct orientation. -Use a comfortable tripod grip consistently in mark making and writing. -Begin to show control in forming capital letters alongside lowercase. -Use small tools such as tweezers, pipettes, and paintbrushes with increasing precision 	<ul style="list-style-type: none"> -Consistently use a tripod grip when writing and drawing. -Form all lowercase letters accurately, with most capital letters too. -Show confidence in drawing detailed pictures to represent ideas or stories.
Personal, Social and Emotional	Building Relationships <ul style="list-style-type: none"> -Learn each other's names and how to welcome each other in school. -Recognise and accept differences within our class. 	Building Relationships <ul style="list-style-type: none"> -Play alongside and with other children. -Ask children to join in their games and welcome children into games. 	Building Relationships <ul style="list-style-type: none"> -Understanding the concept of friendship as including people and not excluding because of 'Best Friends' or exclusive friendship groups. 	Building Relationships <ul style="list-style-type: none"> - Understand that it is important to listen to our friends as well as adults when they are playing. -Express their feelings if another child is doing 	Building Relationships <ul style="list-style-type: none"> - Show kindness and respect to peers and adults, listening carefully to each other's ideas. -Begin to solve small disagreements with 	Building Relationships <ul style="list-style-type: none"> - Build positive friendships and play co-operatively, resolving disagreements with increasing independence.

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	<ul style="list-style-type: none"> -Know what makes me special and understand this is different for everybody. -Understand their own family and begin to accept differences amongst families and cultures. -Confidently leave familiar adult at the beginning of the day. -Begin to build relationships with familiar staff and ask for help if needed. -Recognise their buddy and begin to seek their support independently if needed. -Begin to share resources and turn take with occasional support. <p>Managing Self</p> <ul style="list-style-type: none"> -Begin to follow the routines and expectations of the classroom – registration, dinner, snack time. -Become more confident when playing with others and accessing resources in the classroom independently. -Know importance of hand washing and do 	<ul style="list-style-type: none"> -Begin to share resources and turn take with occasional support. -Show an understanding that sharing gives everybody a “fair” chance. -Listen to their peers in play, with occasional support. <p>Managing Self</p> <ul style="list-style-type: none"> -Follow the routines and expectations of the classroom – registration, dinner, snack time. -Become more confident when playing with others and accessing resources in the classroom independently. -Demonstrate good personal hygiene e.g. using a tissue, washing hands etc. -Try new activities with increasing independence. <p>Self-Regulation</p> <ul style="list-style-type: none"> -Understand that their behaviour can impact others. -Independently seek help when feeling sad/angry. 	<ul style="list-style-type: none"> -Begin to understand that different people enjoy different things. -Begin to share resources and turn take with occasional support. -Show an understanding that sharing gives everybody a “fair” chance. <p>Managing Self</p> <ul style="list-style-type: none"> -Demonstrate an awareness of school rules and consequences. -Understand why we have rules. -Try new activities with increasing independence. -Understand the importance of oral hygiene and how this contribute to being healthy. <p>Self-Regulation</p> <ul style="list-style-type: none"> -Begin to assert themselves appropriately. -Begin to acknowledge, with support, other people’s feelings and how their behaviour can impact others. -Learn to tolerate delay. 	<ul style="list-style-type: none"> something which upsets them. -Share resources and turn take independently. -Show an understanding that sharing gives everybody a “fair” chance. -Understand NSPPC Pants rule. <p>Managing Self</p> <ul style="list-style-type: none"> - Follow school rules independently. -Understand why we have rules. -Independently make healthy food choices at dinnertime e.g. trying veg/ salad. -Understand the importance of oral hygiene and how this contribute to being healthy. <p>Self-Regulation</p> <ul style="list-style-type: none"> - Begin to develop resilience and persevere with a challenge with support. -Begin to acknowledge, with support, other people’s feelings and how their behaviour can impact others. -Know strategies to calm themselves and 	<ul style="list-style-type: none"> peers using talk, with adult guidance. -Work and play co-operatively in small groups, taking turns and sharing fairly. -Begin to celebrate their own and others’ achievements, showing encouragement. -Demonstrate an understanding of rules that keep themselves and others safe. <p>Managing Self</p> <ul style="list-style-type: none"> - Demonstrate independence in following routines throughout the school day. -Talk about healthy - choices in eating, exercise, and oral hygiene. -Begin to show pride in managing personal needs (e.g. dressing, toileting, belongings). -Explain why rules are important and how they help everyone. -Show confidence in trying new activities and beginning to take risks in a safe environment. <p>Self-Regulation</p> <ul style="list-style-type: none"> - Begin to talk about their feelings more 	<ul style="list-style-type: none"> -Listen attentively to others’ ideas and respond appropriately. -Recognise that people may have different opinions and show respect for them. -Show pride in belonging to the class and school community. <p>Managing Self</p> <ul style="list-style-type: none"> - Independently follow school routines and adapt confidently to new ones. -Consistently make healthy choices in eating, drinking, and self-care. -Demonstrate confidence when moving into new experiences or challenges. -Take responsibility for belongings and classroom resources. -Show independence in personal hygiene, including oral health. <p>Self-Regulation</p> <ul style="list-style-type: none"> - Identify and talk about a wide range of feelings in themselves and others. -Use strategies to manage emotions and calm themselves independently.
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	<p>this independently.</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> -Recognise that we have different emotions – identifying happy, sad, tired, angry, scared, excited. -Begin to seek support when sad/ angry. -Begin to talk about how they are feeling. -Learn to tolerate delay. -Understand that we work together and help each other. -Take an active role in tidy up resources. 	<ul style="list-style-type: none"> -Begin to assert themselves appropriately. -Begin to acknowledge, with support, other people’s feelings. -Learn to tolerate delay. -Understand that we work together and help each other. -Begin to take responsibility for their classroom e.g. tidy up time. 	<ul style="list-style-type: none"> -Begin to positively respond to other’s work. -Take an active role in maintaining their classroom e.g. tidy up time. -Begin to persist and show resilience, with support when challenges occur. 	<p>implement these with support.</p> <ul style="list-style-type: none"> -Learn to tolerate delay. -Begin to positively respond to other’s work. 	<p>clearly and identify simple strategies to manage them.</p> <ul style="list-style-type: none"> -Show resilience when tasks are challenging, beginning to keep going without giving up. -Recognise when their behaviour has affected others and respond appropriately with adult support. -Begin to wait for their turn and manage disappointment with encouragement. 	<ul style="list-style-type: none"> -Persevere with tasks and show resilience when faced with difficulties. -Respond positively to praise and feedback, recognising their own achievements. -Show patience, tolerance, and empathy when working and playing with others.
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Literacy	Little Wandle Letters & Sounds Revised: Reception Phonics in Reception builds on the firm foundations laid in Nursery and develops children’s knowledge of grapheme–phoneme correspondences in a systematic and structured way. Using the Little Wandle Letters and Sounds Revised programme, children are taught to recognise letters and groups of letters, blend them to read words, and segment them to spell. Daily phonics sessions are fun, fast-paced, and engaging, ensuring children make rapid progress towards becoming confident, fluent readers and writers.					
Phonics	<p>Phase 2 (Set 1-3) Learn s a t p i n m d g o c k. -Blend sounds to read and spell simple CVC words (e.g. sat, pin, dog). -Begin to read simple captions with taught sounds. -Introduce tricky words: is, l, the. -Daily handwriting practice linked to new graphemes.</p>	<p>Phase 2 (Set 4–5, digraphs) -Learn c k e u r h b f l ff ll ss j v w x y z zz qu. -Digraphs introduced: ch, sh, th, ng, nk. -Blend and segment to read and spell words with digraphs. -Read simple captions and sentences fluently. -Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be. -Handwriting: form lower-case letters correctly.</p>	<p>Phase 3 (Set 6–7, vowel digraphs) -Graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er. -Consolidate double letters and longer words. -Read and write words with digraphs and trigraphs. -Begin spelling simple sentences using Phase 3 sounds. -Tricky words: was, you, they, my, by, all, are, sure, pure.</p>	<p>Phase 3 (extension & consolidation) -Revisit Phase 3 sounds for fluency and automatic recall. -Apply digraphs/trigraphs in longer words (e.g. farming, chair, night). -Read and spell CVCC and CCVC words (e.g. milk, spin). -Write short sentences with increasing independence. -Read back their own writing with support.</p>	<p>Phase 4 (adjacent consonants) -Focus: blending and segmenting adjacent consonants in words. -Word structures: CVCC (hand), CCVC (frog), CCVCC (stamp). -Root word endings: –s, –es, –ing, –ed, –est. -Tricky words: said, so, have, like, some, come, love, do, were, here, little. -Write sentences using tricky words and adjacent consonant words.</p>	<p>Phase 4 (consolidation & fluency) -Apply Phase 4 knowledge to read and spell longer words, including compound words (e.g. desktop, sandpit). -Fluency: read sentences and short books with increasing accuracy and pace. -Writing: compose simple sentences that can be read by others. -Tricky words: says, there, when, what, one, out, today. -Secure recall of all taught graphemes (Phases 2–4).</p>
Reading	<p>- Join in with familiar stories, poems, and rhymes. -Recognise own name and begin to handle books correctly. -Show understanding by talking about what is happening in pictures</p>	<p>-Blend taught phonemes to read simple CVC words. 0Join in with repeated refrains and phrases in stories. 0Begin to predict what might happen in a familiar text.</p>	<p>-Read simple captions and sentences using taught GPCs. -Demonstrate understanding by answering “what” and “who” questions. -Begin to recall key facts from simple non-fiction texts.</p>	<p>-Read words and sentences with Phase 3 digraphs and trigraphs. -Talk about characters and settings in stories. -Show understanding of simple non-fiction by discussing information learned.</p>	<p>-Read longer words and simple sentences with fluency. -Retell familiar stories in sequence with detail. -Talk about main ideas in non-fiction texts.</p>	<p>-Read sentences and short books with increasing fluency and accuracy. -Demonstrate comprehension by retelling, predicting, and answering questions. -Recognise and read common tricky words on sight.</p>

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Writing	<ul style="list-style-type: none"> -Make marks with meaning; begin to say what their marks represent. -Write own name with support. -Begin to give meaning to drawings and emergent writing. 	<ul style="list-style-type: none"> -Form recognisable letters, particularly those in their name. -Label simple pictures using initial sounds. -Begin to write simple CVC words with support 	<ul style="list-style-type: none"> -Write CVC words independently using Phase 2 and 3 sounds. -Write labels and simple captions. -Begin to write simple sentences with support. 	<ul style="list-style-type: none"> -Write simple sentences independently using known phonemes. -Begin to spell some tricky words correctly (e.g. the, to, no). -Write own ideas in play and group activities. 	<ul style="list-style-type: none"> -Write simple sentences that can be read by others. -Use capital letters and full stops with support. -Begin to write for different purposes (e.g. list, card, letter). 	<ul style="list-style-type: none"> -Write sentences independently using capital letters, full stops, and finger spaces. -Spell words using known phonemes with growing accuracy. -Write for a range of purposes with independence (stories, messages, recounts).
Grammar & Punctuation	<ul style="list-style-type: none"> - Use single words and short phrases orally. -Begin to use “I” sentences (e.g. I like...). -Experiment with full stops in shared writing contexts. 	<ul style="list-style-type: none"> -Use “and” to join ideas in oral sentences. -Begin to use capital letters for own name. -Understand that sentences are made up of words in order. 	<ul style="list-style-type: none"> -Use pronouns (he, she, it) appropriately in oral and written sentences. -Begin to use spaces between words in writing. -Use sequencing vocabulary (first, then, next). 	<ul style="list-style-type: none"> -Use past tense in oral recounts (I went, I played). -Begin to use question words (who, what, where, when). -Use full stops with increasing independence. -Use the correct form of the verb in the past tense (e.g. went, played). 	<ul style="list-style-type: none"> -Join ideas with “and” or “because” in oral and written sentences. -Use capital letters for names and sentence beginnings. -Begin to use plural –s in writing. 	<ul style="list-style-type: none"> -Use capital letters, full stops, and spaces between words consistently. -Use simple conjunctions (and, because) to extend sentences. -Use a wider range of question words in speech and writing.
Oracy	<ul style="list-style-type: none"> -Take turns in conversations with adults and peers. -Use talk to describe personal experiences. -Begin to retell simple familiar stories with support. 	<ul style="list-style-type: none"> -Retell a simple story using key events. -Begin to use story language (e.g. once upon a time). -Ask simple questions to find out more.. 	<ul style="list-style-type: none"> -Retell stories with greater detail, using story structure. -Speak in longer sentences to describe events or ideas. -Begin to use new vocabulary in context. 	<ul style="list-style-type: none"> -Ask and answer “why” and “how” questions with support. -Use talk to plan and organise play. -Take part in simple discussions, listening to others’ ideas. 	<ul style="list-style-type: none"> -Take part in small group discussions, taking turns and building on others’ ideas. -Use new vocabulary linked to books and topics. -Begin to present simple information to others (e.g. sharing news). 	<ul style="list-style-type: none"> -Retell and adapt familiar stories using story language and structure. -Express opinions and ideas confidently in full sentences. -Listen carefully and respond thoughtfully to peers and adults.

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Mathematics	<p>Children develop a strong grounding in number, count confidently, develop a deep understanding of numbers to 5, the relationships and patterns. Frequent and varied opportunities to build and apply mathematical concepts, develop a secure base of knowledge and vocabulary to build a mastery of maths. Provide opportunities for children to develop spatial reasoning skills across all areas including space, shape and measure. Allow children to develop positive attitudes and interests in maths, look for patterns and relationships, spot connections, have a go, talk about what they notice and not be afraid to make mistakes.</p>		
	<p style="text-align: center;">Just Like Me</p> <ul style="list-style-type: none"> -Match and sort objects into groups. -Compare amounts using same, more than, fewer than. -Explore and continue simple patterns. <p>Compare size, mass, and capacity informally.</p> <p style="text-align: center;">It's Me 1, 2, 3</p> <ul style="list-style-type: none"> -Represent, compare, and subitise 1, 2, and 3. -Composition of 1, 2, and 3. -Recognise circles and triangles in the environment. -Positional language (in, on, under, next to, between). <p style="text-align: center;">Light and Dark</p> <ul style="list-style-type: none"> -Numbers to 5 – represent, compare, subitise, and composition. -Compare mass and capacity. -Explore shapes with 4 sides. -Time – sequencing events in the day. <p style="text-align: center;">Alive in 5</p> <ul style="list-style-type: none"> -Represent 0. -Explore numbers to 5 and their composition. -Compare numbers to 5. -Understand the concept of more than/less than. -Compare mass and capacity. 	<p style="text-align: center;">Growing 6, 7, 8</p> <ul style="list-style-type: none"> -Represent, compare, and subitise 6, 7, and 8. -Composition of 6, 7, and 8. -Combine two groups. -Make pairs. -Length and height – compare and order. -Time – sequencing daily events. <p style="text-align: center;">Building 9 and 10</p> <ul style="list-style-type: none"> -Represent, compare, and subitise 9 and 10. -Composition of 9 and 10. -Make 10 (number bonds). -Counting back from 10. -3D shape recognition and building. -Explore pattern – continue and create more complex repeating patterns. <p style="text-align: center;">Consolidation</p> <ul style="list-style-type: none"> -Revisit and strengthen knowledge of numbers 0–10. -Practise subitising to 5 and beyond. -Secure recall of number bonds within 5 and some to 10. -Apply learning in different contexts (stories, problem-solving, real-life play). 	<p style="text-align: center;">To 20 and Beyond</p> <ul style="list-style-type: none"> -Build numbers to 20 (counting, representing, ordering). -Count verbally beyond 20. -Explore composition of teen numbers. -Numerical patterns – odd and even through play. -Spatial reasoning: copying and creating models/patterns. <p style="text-align: center;">First, Then, Now</p> <ul style="list-style-type: none"> -Explore addition and subtraction stories. -Solve real-life problems using first/then/now structures. -Represent addition and subtraction with objects, drawings, and number sentences. -Explore doubling to 5 and beyond. <p style="text-align: center;">Find My Pattern</p> <ul style="list-style-type: none"> -Explore and recall doubles, halves, and sharing. -Count in equal groups (early foundations of multiplication). -Recall number bonds to 10 securely. -Identify, continue, and create more complex patterns. <p style="text-align: center;">On the Move</p> <ul style="list-style-type: none"> -Develop counting skills, including counting on and back. -Explore number patterns beyond 20. -Compose and decompose shapes. -Use positional and directional language to describe routes and maps. <p>Spatial reasoning: visualise and rotate shapes, solve jigsaw-type problems.</p>

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Religious Education	<p style="text-align: center;">Myself/ Family</p> <ul style="list-style-type: none"> • Welcome/ Baptism • Judaism • Birthday/Advent 		<p style="text-align: center;">Celebrating/ Local church</p> <ul style="list-style-type: none"> • Gathering/ Eucharist • Growing/ Lent 		<ul style="list-style-type: none"> • Good News/ Pentecost • Islam • Friends/ Reconciliation • Our World/ Universal church 	
Understanding the World	<p style="text-align: center;">People, Culture, Communities</p> <ul style="list-style-type: none"> -Describe their family and people who are important to them. -Recognise and respect similarities and differences between families. -Know and ask questions about the different job roles of staff within school. -Make simple representations of school - Know that their school is in Belmont and they live in Durham, which is in the UK. 	<p style="text-align: center;">People, Culture, Communities</p> <ul style="list-style-type: none"> -Describe their family and people who are important to them. -Recognise and respect similarities and differences between families. -That different communities celebrate different festivals. -Explore the festivals of Hannukah, Harvest, Diwali and Christmas and how these are celebrated. <p style="text-align: center;">Natural World</p> <ul style="list-style-type: none"> -Describe different types of weather and 	<p style="text-align: center;">People, Culture, Communities</p> <ul style="list-style-type: none"> -Recognise and respect similarities and differences between families. -That different communities celebrate different festivals. -Explore the festivals of Christmas, Epiphany and Chinese New Year and how these are celebrated. <p style="text-align: center;">Natural World</p> <ul style="list-style-type: none"> -Some animals are nocturnal and what this means. -Some animals hibernate and why. 	<p style="text-align: center;">People, Culture and Communities</p> <ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways e.g. – Easter -Know the produce we can harvest from our farms and how this differs to other countries. <p style="text-align: center;">Natural World</p> <ul style="list-style-type: none"> - Know that animals are living things Know the difference between living and non-living. -Know where domestic and wild animals live. 	<p style="text-align: center;">People, Culture and Communities</p> <ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways. -Talk about their own family traditions and experiences, and listen to others’. -Begin to understand that communities can be different, but all are special. -Show interest in the roles of different people in their school and local community. <p style="text-align: center;">Natural World</p>	<p style="text-align: center;">People, Culture and Communities</p> <ul style="list-style-type: none"> - Talk confidently about their own family, traditions, and culture. -Recognise and respect differences between families, communities, and beliefs. -Know that people have different roles in society and talk about some of them (e.g. teachers, doctors, shopkeepers). -Begin to talk about where they live (school, local area) and what makes it special.

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	<p>-Share likes and dislikes about the local area.</p> <p>Natural World</p> <p>-Describe different types of weather and how it changes (Autumn)</p> <p>- Identify the cycle of seasons and how it affects the world around them (Autumn).</p> <p>-Understand human body parts and their functions</p> <p>-Use books, pictures or real-life observation to distinguish between different animals based on characteristics and habitats.</p> <p>-Understand the importance of personal hygiene and healthy habits.</p> <p>Past and Present</p> <p>-Begin to understand their families past.</p> <p>-Discuss similarities and differences between theirs and grandparents lives.</p> <p>-Organise simple chronology of family. Compare how Belmont is different in the past</p>	<p>how it changes (Autumn - Winter)</p> <p>-Identify the cycle of seasons and how it affects the world around them (Autumn - Winter) – deciduous and evergreen trees.</p> <p>-Some animals are nocturnal and what this means.</p> <p>-Some animals hibernate and why.</p> <p>-Understand what is a source of light.</p> <p>-Understand night and day</p> <p>Past and Present</p> <p>-Share experiences of familiar celebrations – Halloween, Bonfire Night, Diwali, Christmas.</p> <p>-Understand their celebrations may be different to another families.</p> <p>-Know about Guy Fawkes and why we celebrate Bonfire Night.</p> <p>-Understand the importance of Remembrance Day and why it is celebrated.</p>	<p>-Understand what is a source of light and the suns place in the solar system.</p> <p>-Understand night and day and how this is affected by the earths rotation</p> <p>-Know that we live on Earth and are part of a solar system.</p> <p>-Begin to understand that Earth has water which we need to live.</p> <p>-Observe changing states (ice)</p> <p>Past and Present</p> <p>-Share experiences of familiar celebrations -, Christmas, Chinese New Year</p> <p>-Understand their celebrations may be different to another families.</p> <p>-Know about the first moon landing and how this has influenced space travel</p> <p>-Understand that there are famous astronauts in the past and present. – Neil Armstrong/ Buzz Aldrin – Tim Peak.</p> <p>-Compare images and astronauts from the past to the present.</p>	<p>- Know what animals live on a farm.</p> <p>- Match farm animals and their young.</p> <p>-Understand the role farm animals have as a producer.</p> <p>-Make observations of the world around them during seasonal change (Winter – Spring)</p> <p>Past and Present</p> <p>-Be able to comment upon familiar images of the past. Talk about members of their own family and community.</p>	<p>- Understand the difference between living and non-living things.</p> <p>-Identify where familiar animals live (domestic, wild, farm).</p> <p>-Begin to talk about how animals and humans meet their basic needs.</p> <p>-Talk about the changes they notice in the world around them as spring turns to summer.</p> <p>-Begin to group animals or plants by simple features (e.g. feathers/fur, flowers/leaves).</p> <p>Past and Present</p> <p>- Comment on familiar images of the past (e.g. photos, objects, or stories).</p> <p>-Talk about members of their family and community, noticing similarities and differences between past and present.</p> <p>-Begin to understand that the past is different from today.</p>	<p>Natural World</p> <p>- Show understanding of the life cycles of plants and animals through observation.</p> <p>-Talk about how seasons change across the year and how this affects the world around them.</p> <p>-Describe features of the natural world, including animals, plants, and environments.</p> <p>-Understand the importance of looking after their environment and living things.</p> <p>-Begin to talk about how they can help care for the world (e.g. recycling, planting).</p> <p>Past and Present</p> <p>- Talk about their own past experiences in more detail, using time-related language (yesterday, last week, when I was little).</p> <p>-Describe how life was different in the past by comparing old and new objects, photos, or stories.</p> <p>-Begin to order simple events in a timeline (e.g. first/next/last).</p> <p>-Understand that people in the past may</p>
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			<p>- Know that there are forces including gravity.</p>			<p>have lived differently to them.</p>
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Expressive Arts & Design	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials
	<ul style="list-style-type: none"> -Focus on use of pencil lines to enclose a shape. -Observe shape, line, curved, straight lines. -Introduce and explore mediums of wax crayons, felt tips, chalk and the effects they produce. -Children create own self -portraits using appropriate colours. <p style="color: #800040;">Construction</p> <ul style="list-style-type: none"> -Explore different joining materials – glue, sellotape, parcel tape, masking tape and select these appropriately for a task. - Experiment with junk modelling (making houses) <p style="color: #800040;">Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -Make complex small worlds using blocks and construction materials. - Begin to develop a storyline to their play. -Move in time to the music -With support, begin to express their likes and 	<ul style="list-style-type: none"> -Focus on use of pencil lines to enclose a shape. -Observe shape, line, curved, straight lines. Introduce clay work – children to be able to confidently mould and shape the Clay. -Children to confidently use tools to affect changes to the clay. -Children create their own diva lamps circles and triangles. <p style="color: #800040;">Construction</p> <ul style="list-style-type: none"> -Explore different joining materials – glue, sellotape, parcel tape, masking tape and select these appropriately for a task. -With support, work collaboratively to create a shared idea. <p style="color: #800040;">Being imaginative and Expressive</p> <ul style="list-style-type: none"> -Begin to develop a storyline to their play. -Know and recall familiar songs and dances (nativity/ Christmas) 	<ul style="list-style-type: none"> -Focus on use of water colours/ oil pastels to create desired effect. -Observe thickness in lines to create shape. -Observational drawings – winter (water colour)/ space – milky way pictures (oil pastel) <p style="color: #800040;">Construction</p> <ul style="list-style-type: none"> -Focus on materials – strong/sturdy/weak/fimsy -Revisit joins – fraying edges to make a larger surface area. -Introduce concept of evaluating their work and adapting. <p style="color: #800040;">Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -Begin to develop a storyline to their play. - With support, begin to express their likes and dislikes about Chinese music. -Create movement in response to Chinese dragon and lion dances -Begin to explore pitch when listening to and playing instruments. 	<ul style="list-style-type: none"> - Focus on size - Look at how we can draw the whole plant rather than just leaf. -Focus on finer details when sketching/ drawing. -Observational drawings – flower’s (daffodils/ tulips) - Use appropriate colours to complete their sketches <p style="color: #800040;">Construction</p> <ul style="list-style-type: none"> - Be able to plan what they want to create with support. -Continue to develop their skills of evaluating what they have created with support. -Begin to apply previously taught techniques in joining with increasing Independence. <p style="color: #800040;">Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Begin to develop a storyline to their play. -With support, begin to express their likes and dislikes about the work of artists. 	<ul style="list-style-type: none"> -Use lines, shapes, and colours with increasing control to represent real objects and imaginative ideas. -Add more detail to drawings and paintings, including features such as body parts, clothing, or simple backgrounds. -Choose appropriate colours with greater independence to reflect what they observe or imagine. -Begin to combine different media (chalk, paint, collage, pastels) in their work. -Talk about their own creations, explaining choices of colour, material, or design. <p style="color: #800040;">Construction</p> <ul style="list-style-type: none"> - Plan what they want to create with increasing independence, selecting resources for a purpose. -Join materials confidently using a range of techniques (glue, tape, split pins, folding). -Adapt their creations when something 	<ul style="list-style-type: none"> - Create pictures and models with increasing detail, representing people, places, and objects recognisably. -Select and combine different media and tools with independence to achieve desired effects. -Talk confidently about their own creations and those of others, giving reasons for their preferences. -Show confidence in drawing or painting with finer detail (e.g. facial features, scenery, textures). -Use materials to represent their own ideas, moving beyond direct observation. <p style="color: #800040;">Construction</p> <ul style="list-style-type: none"> - Plan, create, and adapt models independently, using resources and techniques purposefully. -Join materials securely and effectively, selecting the best tool or method for the task.

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	<p>dislikes about different music.</p> <ul style="list-style-type: none"> -Play musical instruments with increasing accuracy. 	<ul style="list-style-type: none"> -With support, begin to express their likes and dislikes about different music. -Begin to explore tempo when listening to and playing instruments. 		<ul style="list-style-type: none"> -Begin to explore pitch when listening to and playing instrument 	<p>doesn't work as expected.</p> <ul style="list-style-type: none"> -Talk about what they like about their finished model and what they might change next time <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Develop simple storylines in role play and small world, adding detail and events. -Express likes and dislikes about artwork, music, or performances with growing independence. -Explore different sounds and pitches when playing instruments. -Move in time to music with increasing awareness of rhythm and beat. 	<ul style="list-style-type: none"> -Evaluate their work with confidence, identifying strengths and improvements. -Work collaboratively on creative projects, sharing ideas and taking turns. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Develop and act out more complex storylines in role play and small world. -Perform songs, rhymes, poems, or dances with confidence to an audience. -Explore different types of music, responding through movement or talk about how it makes them feel. -Play instruments with control, exploring rhythm, pitch, and dynamics. -Express personal preferences about art, music, and performance, explaining why.
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