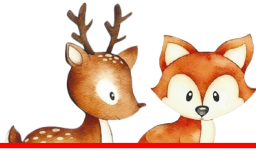




Reception Curriculum



Autumn Term 2025



We are proud to offer a rich and nurturing environment where children learn through play, exploration, and carefully planned activities led by skilled practitioners. Our phonics programme helps spark a love of reading, and every experience is designed to help children grow in confidence, learn new skills, and remember more as they progress through their learning journey.

In Reception, children focus on three **prime areas of learning**:

- Communication and Language**
- Personal, Social and Emotional Development**
- Physical Development**

These are supported by four **specific areas of learning**:

- Literacy**
- Mathematics**
- Understanding the World**
- Expressive Arts and Design**

Together, these areas help build a strong foundation for future learning through play, exploration, and meaningful experiences.

Through planned learning opportunities this half term we will learn how to:

Personal, Social and Emotional	Communication, Language and	Physical Development (PD)
<ul style="list-style-type: none">• Feel proud, happy, sad, and like we belong• Understand and manage big feelings like being upset, scared, or angry• Notice what we're good at and celebrate others too• Understand how people and families can be alike or different• Make and keep good friends• Speak up kindly when something feels wrong• Play kindly and think about others• Be responsible and make good choices	<ul style="list-style-type: none">• Read individual letters by saying the sounds for them• Blend sounds into words, to read short words made up of known letter-sound correspondences• Spell words by identifying the sounds and then writing the sound with letter/s• Form lower-case letters correctly Use some print and letter knowledge in our early writing. (For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy)• Write some or all of our name• Write some letters accurately• To support your child reading it is important to regularly hear your child read and they hear you reading to them. We advise reading at least 5 evenings a week. Please write a little comment in their reading book complete with date and signature.	<ul style="list-style-type: none">• Copy and create shapes with our body• Create shapes whilst on apparatus• Develop balancing and taking weight on different body parts• Develop jumping and landing safely• Develop rocking and rolling• Copy and create short sequences by linking actions together• Move safely and sensibly in a space with consideration for others• Develop moving safely and stopping with control• Use equipment safely and responsibly• Use different travelling actions whilst following a path.• Work with others co-operatively and play as a group.• Follow, copy and lead a partner• Fine motor activities to build strength and dexterity when writing and drawing

Through planned learning opportunities this half term we will learn how to:

Mathematics (M)

- Recognise numerals 1 to 10, including those that are special to us
- Match numbers to groups of up to 10 objects
- Count up to 10 objects and begin counting beyond
- Count objects in different arrangements, including ones that can't be moved
- Use one-to-one counting for small groups
- Record ideas using marks we can explain
- Name and describe 2D and 3D shapes
- Use shapes and objects to build and make patterns
- Recognise, create, and describe patterns
- Compare and order items by length or height
- Use everyday language to talk about size and solve problems
- Find totals by counting all items in two groups
- Find one more or one less from a group of up to 10
- Say the number that is one more than a given number
- Use words like "add" and "take away" in practical activities
- Record simple adding and subtracting using marks we understand
- Use everyday language to talk about money and compare amounts
- Describe where things are (e.g., "behind", "next to")
- Use everyday words to talk about position, distance, and direction

Understanding the World (UtW)

The Natural World (Science)

- Ask questions about nature with support
- Talk about what we see and hear outdoors
- Group objects, plants, and animals with help
- Draw and label pictures of plants and animals
- Find out information using books and the internet
- Share ideas and make guesses during hands-on activities
- Describe what we discover when exploring

Past & Present (History)

- Recognise that some stories are set a long time ago
- Use books and stories to learn about life in the past
- Use photographs to compare the past with today
- Make simple observations and ask questions about old pictures
- Begin to notice similarities and differences between then and now
- Use simple time words like "yesterday," "today," and "tomorrow"
- Remember special people and events in our own lives
- Recognise important dates like birthdays
- Talk about changes through the year, like seasons and nature

People, Cultural and Communities (Geography)

- Spot land and water on a map or globe
- Look at maps and talk about what we see
- Make our own simple maps
- Use words like "next to" or "behind" to describe places
- Explore maps in stories and books
- Notice things about places in pictures or on walks
- Talk about how places in stories are different from where we live
- Say what we like or don't like about a place
- Talk about what we see on walks around school
- Draw things we notice in our school or outside

Religion and Worldviews (RE)

- Some people choose to belong to religious communities
- People can show their worldview through symbols or what they choose to wear
- Some people go to places of worship to feel close to God e.g. church, mosque/ masjid, gurdwara
- Some people remember special times by celebrating together and we call those times festivals
- Many people feel it is important to work together to care for the world and help others
- Some people think it is important to be respectful to God by wearing particular clothes or doing certain things

Expressive Arts and Design (EAD)

- Name simple shapes used in art
- Understand that lines can be straight, curved, wiggly, or round
- Use simple words to describe how things feel, like bumpy or smooth
- Recognise that colours can be light or dark, and that there are different shades of the same colour (tone)
- Explore how artists make marks using different drawing materials
- Notice patterns and textures created through drawing
- Compare different drawing tools and how they work
- Practise making both large and small movements with control when drawing
- Look carefully at objects when drawing to capture details
- Try combining different materials when creating artwork
- Understand that artists choose colours and tools depending on what they want to create
- Discover that artists draw many different things and use a variety of techniques

- Experience art as a process of looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, and exploring
- Learn that models can be made from many different materials, each with its own properties

- Make simple suggestions to improve or fix a junk model
- Know that soup is made by blending ingredients, usually vegetables and liquid
- Understand that vegetables are grown and come in many types
- Recognise and name common vegetables
- Explore how different vegetables taste
- Learn that eating vegetables is good for our health
- Discuss why different types of packaging are used for different foods

Music

- To know that there are special songs we can sing to celebrate events.
- To understand that my voice or an instrument can match an action in a song.
- To recognise that different sounds can be long or short.

Routine / Key Dates**Monday**

PE (children to come to school in their PE kit)

Wednesday

PE (children to come to school in uniform with PE kit in bag to change at school)

Thursday

Reading & Library Book change (please send in both books)

Friday

Outdoor learning (children to bring their outdoor learning kit to school suitable for the weather conditions of the day)

Dates for your diary:

(additional dates will be sent via the office / reception newsletter)

Monday 6th October: Parents Evening (online) 3.30pm - 5.30pm

Tuesday 7th October: M&M Productions: Jack and the Beanstalk (in school)

Tuesday 7th - Friday 10th October: Book Fair

Thursday 9th October: Nursery & Reception Autumn Assembly 9.00am

Friday 10th October: World Mental Health Day

Monday 20th October: Parents Evening (online) 3.30pm - 5.30pm

Friday 24th October: Staff Inset Day

Monday 27th - Friday 31st October: Half Term

Monday 3rd November: Adventures at Welford Books sent out

Wednesday 5th November: 2026 Reception Opening Morning

Wednesday 12th November: Odd Socks Day

Friday 14th November: Children In Need (non-uniform)

Monday 17th November: Adventures at Welford Books return to school

Thursday 20th November: Reception Wright House Assembly 9.00am

Tuesday 25th November: Theatre Trip - Tiger Who Came To Tea

Friday 5th December: Winter Festival Day

Thursday 11th December: Reception Christmas Assembly 9.15am

Monday 15th December: Open Evening 3.30pm - 5.30pm

Tuesday 16th December: Nursery & Reception Christmas Party 1.30pm

Friday 19th December: Last day of Autumn Term

Useful Information**Daily routine:**

- Reception doors will open at 8.45am for a prompt start to learning at 8.55am.
- Children are met at the bottom of the reception steps by a member of the reception team
- Children select their desired lunch by finding their name and placing it on the board (please discuss in advance)
- Any changes to the collection arrangements are to be passed to the staff member (a note is best) as we cannot release your child to anyone else at the end of the day without this.
- School finishes at 3.25pm. Please wait at the bottom of the veranda steps where a member of staff will meet you to dismiss children.

What to do if your child is sick:

- Call the school office and give a brief description of why your child is not attending school by 9.00am.
- Please read the school policy on administering medicines at school (school website).
- Sickness and diarrhoea – Your child must not return until 48hrs following the last bout.

Packed Lunches:

- Please do not add any other items other than your child's lunch inside their lunch bag. As a safety precaution, please ensure grapes, olives, cherry tomatoes and any other fruits or vegetables deemed as being a choking hazard, are cut in half or smaller pieces.
- Please send a sports cap water bottle
- As a school we promote healthy eating and ask that no chocolate or sweets are included in a lunch and that one treat be suffice.
- Please do not send any foodstuffs containing nuts. We are a nut free school!
- No additional foods should be sent into school for your child to eat during the day.

Clothing:

- Please ensure all items of clothing (and shoes) are clearly labelled with your child's name

Book bag:

- Bring a book bag every-day. Please ensure bags are not full of items from home such as toys and not laden with keyrings so they fit in your child's tray.

Staying in touch

If you have any questions or query about your child you can contact me by:

- Writing a note in your child's reading record
- Taping a note to the outside of your child's book bag
- Leave a phone message which will be returned at the end of the school day
- Make an appointment through the school office
- Email the school office (not teacher email)

Please do not use my email or Teams to contact me. Teacher emails and Teams are not intended to be used to communicate with parents as they are not regularly checked and messages might be missed. Teams should only be used when learning remotely. You may wish to phone or email the school office and your message will be passed on and responded to at the end of the school day. Thank you for your understanding.

Mr Boxall