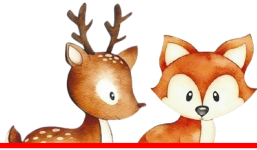




# Reception Curriculum



Spring Term 2026



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:

<b>Personal, Social and Emotional Development (PSED)</b>	<b>Communication, Language and Literacy (CLL)</b>	<b>Physical Development (PD)</b>
<ul style="list-style-type: none"> <li>• Understand that challenges can be difficult</li> <li>• Recognise some of the feelings linked to perseverance</li> <li>• Talk about a time that they kept on trying and achieved a goal</li> <li>• Be ambitious</li> <li>• Recognise how kind words can encourage people</li> <li>• Feel proud</li> <li>• Celebrate success</li> <li>• Recognise how exercise makes them feel</li> <li>• Recognise how different foods can make them feel</li> <li>• Explain what they need to do to stay healthy</li> <li>• Give examples of healthy food</li> <li>• Explain how they might feel if they don't get enough sleep</li> <li>• Explain what to do if a stranger approaches them</li> </ul>	<ul style="list-style-type: none"> <li>• Form recognisable letters independently.</li> <li>• Give meaning to marks when drawing, writing, painting or typing.</li> <li>• Segment and blend sounds in simple words, knowing corresponding letters.</li> <li>• Link sounds to letters, naming and sounding the alphabet.</li> <li>• Write letters in sequence, such as own name.</li> <li>• Use phonic knowledge to write labels, captions and simple sentences.</li> <li>• Recall and discuss stories or information read.</li> <li>• Organise and clarify ideas, feelings and events through talk.</li> <li>• Listen and respond to ideas in conversation or discussion.</li> <li>• Introduce a storyline or narrative into play.</li> <li>• Extend vocabulary by grouping, naming and exploring meanings and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use big steps to run and small steps to stop.</li> <li>• Know that moving into space away from others helps to keep them safe.</li> <li>• Hold their arms out to help them to balance.</li> <li>• that bending their knees will help them to land safely.</li> <li>• Know that to hop they will use one foot.</li> <li>• Know that if they hop then step that will help them to use skipping as a travelling action</li> <li>• Move their bodies in different ways to create interesting actions</li> <li>• Change the action to show an idea.</li> <li>• Know that when watching others they should sit quietly and clap at the end.</li> <li>• Know that if they use lots of space, it will help to make their dance look interesting.</li> </ul>

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

**Mathematics (M)**

- Use number names and symbols when comparing numbers, showing interest in large numbers.
- Estimate numbers of things with developing accuracy.
- Begin to recite numbers from 0 to 10 (and beyond) and back from 10 to 0.
- Become increasingly confident at putting numerals in order 0 to 10 (ordinality).
- Begin to subitise numbers to four and five.
- Count out up to 10 objects from a larger group.
- Match the numeral with a group of items to show how many there are (up to 10).
- Show an awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.
- Begin to conceptually subitise larger numbers by subitising smaller groups within the number (e.g., see six raisins as three and three).
- In practical activities, add one and subtract one with numbers to 10.
- Begin to explore and work out mathematical problems, using signs and strategies of own choice, including (when appropriate) standard numerals, tallies and “+” or “-”.
- Observe patterns in the environment, beginning to identify the pattern “rule”.
- Choose familiar objects to create and recreate repeating patterns beyond AB patterns and identify the unit of repeat.
- Order and sequence events using everyday language related to time.
- Begin to measure time with timers and calendars.

**Understanding the World (UtW)**

- Look closely at similarities, differences, patterns and changes in nature.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Make observations of animals and plants and explain why some things occur, and talk about changes.
- Use increasing knowledge and understanding of tools and materials to explore interests and enquiries and develop thinking.
- Talk about the features of own immediate environment and how environments might vary from one another.
- Join in with family customs and routines.
- Talk about past and present events in own life and in the lives of family members.
- Talk about images of familiar situations in the past.
- Compare and contrast characters from stories including figures from the past.
- Know that other children do not always enjoy the same things, and show sensitivity to this.
- Talk about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

**Religion and Worldviews (RE)**

- Talk about images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Join in with family customs and routines.
- Talk about past and present events in own life and in the lives of family members.
- Show awareness that other children do not always enjoy the same things and respond sensitively.
- Talk about similarities and differences between self and others, and among families, communities, cultures and traditions.

**Expressive Arts and Design (EAD)**

- Use increasing knowledge and understanding of tools and materials to explore interests and enquiries and develop thinking.
- Develop own ideas through experimentation with diverse materials (e.g., light, projected image, loose parts, watercolours, powder paint) to express and communicate discoveries and understanding.
- Express and communicate working theories, feelings and understandings using a range of art forms (e.g., movement, dance, drama, music and visual arts).
- Choose particular movements, instruments/sounds, colours and materials for imaginative purposes.
- Use a range of tools competently, safely and confidently.
- Choose particular colours to use for a purpose.
- Use simple tools to effect changes to materials.
- Develop own ideas and decide which materials to use to express them.
- Plan and make decisions about how to approach a task.
- Combine different media and materials for a purpose.
- Use combinations of art forms (e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping).
- Make music in a range of ways (e.g., play with sounds creatively, play along to the beat of a song or music being listened to).
- Initiate new combinations of movements and gestures to express and respond to feelings, ideas and experiences.
- Express and communicate working theories, feelings and understandings using a range of art forms (e.g., movement, dance, drama, music and visual arts).
- Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.
- Choose particular movements, instruments/sounds, colours and materials for imaginative purposes.
- Respond imaginatively to art works and objects (e.g., “this music sounds like dinosaurs”).

## Class Information

### Monday

PE (children to come to school in their PE kit, *however during these colder months please ensure they are wearing a tracksuit. Arms and legs should be covered to keep warm. Trainers can be placed in their bag to change once they arrive so that they are dry to wear*)

### Wednesday

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

### Friday

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

### 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.
- 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