

Reception Long Term Curriculum Overview 2025/26



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy (Core Texts for Writing)	<i>A Little Bit Brave</i> by Nicola Kinnear	<i>The Three Little Pigs</i> (Traditional Tale) <i>Mog's Christmas Calamity</i> by Judith Kerr	<i>Goldilocks & The Three Bears</i> (Traditional Tale) <i>The Magic Paintbrush</i> by Julia Donaldson	<i>Perfectly Norman</i> by Tom Percival <i>That's My Flower</i> by Alice Hemming & Nicola Slater <i>Tadpole's Promise</i> by Jeanne Willis & Tony Ross	<i>Bun on the Run</i> by Simon Philip & Kate Hindley <i>Jack & The Beanstalk</i> (Traditional Tale)	<i>Martha Maps it Out</i> by Leigh Hodgkinson Supertato by Sue Hendra & Paul Linnet
Phonics	Phase 2 s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff l, ll, ss Read: the, to, into, no, l, go Read words ending in -s	Phase 3 j, v, w, x y, z, zz, qu ch, sh, th, ng ai, ee, igh, oa oo, ar, or, ur Read: me, we, be, he, she, was, you, they, all Write: the, into, go, to, l, no Read -ing endings Assessment & review	Phase 3 (continued) ow, oi, ear, air ure, er Read: are, my, her Assessment & review Phase 3 Mastery begins Revisit earlier GPCs and CEWs	Phase 3 Mastery Revisit all Phase 3 GPCs (ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er) Revisit CEWs: was, you, they, all, are, my, her Assessment & consolidation Begin Phase 4	Phase 4 CVCC and CCVC words (adjacent consonants) Read: said, have, like, so, do, some, come, were, there, little, one, when, out, what Write: he, she, we, me, be, was, you, they, all, are, my, her Read -ed and -ing endings	Phase 4 Mastery CVCC, CCVC, CCVCC, CCCVCC words Polysyllabic words Revisit and consolidate all Phase 4 skills and CEWs
Mathematics (White Rose)	Getting to know you. Match, sort and compare. Measure and	Circles and triangles. Numbers 1–5. Shapes with four sides.	Alive in 5. Mass and capacity. Growing 6–8.	Length, height and time. Building 9 and 10. 3D shapes.	To 20 and beyond. How many now? Compose and decompose.	Sharing and grouping. Visualise, build and map. Consolidation.

	patterns. Numbers 1–3.					
PSED (Jigsaw)	Being Me in My World Settling in, routines, belonging.	Celebrating Difference Respect, similarities and differences.	Dreams and Goals Perseverance and achieving goals.	Healthy Me Keeping safe and healthy.	Relationships Friendships and positive relationships.	Changing Me Growing up and transition.
Communication & Language	Listening, turn-taking, talking about self and experiences.	Talking about celebrations, asking and answering questions.	Using new vocabulary, speaking in sentences.	Explaining ideas, discussing investigations.	Explaining similarities and differences.	Reflecting, sharing ideas confidently.
Physical Development (PE Hub)	Body Management Balance, movement, stretching, rolling, jumping.	Cooperate & Solve Problems Sharing ideas, teamwork.	Dance Movement, rhythm, copying patterns.	Gymnastics Balance, rolling, jumping, travelling.	Manipulation & Coordination Sending and receiving objects.	Speed, Agility & Travel Changing speed and direction.
Understanding the World	Who am I? What changes do we notice through the seasons (Autumn) Who are the people in the community who help us? (Post Office Workers)	What is the difference between Light & Dark? What is Diwali? Who are the people in the community who help us? (Librarians)	What changes do we notice through the seasons (Winter) Where is the Arctic and what animals live there? What is Lunar New Year?	What do plants and animals need to grow? What changes do we notice through the seasons (Spring) Who are the people in the community who help us? (Doctors)	What is it like to live in the city? What is a force and how can ice change? Who are the people in the community who help us? (Dentists)	What is a habitat? Kenya and Africa; comparing places and cultures. What changes do we notice through the seasons (Summer)
Expressive Arts & Design	Self-portraits Home corner role play Singing nursery rhymes Skills: - Playdough and malleable materials - Developing cutting skills - Rubbings and	Celebration crafts (Diwali, Christmas) Clay modelling Making shadow puppets Light printmaking Stained glass windows	Accordion dragon , fan and lantern making Making scrolls Skills: - Tying knots - Cutting, folding and joining	Observational drawings of spring flowers Printmaking (object, sponge and block printing – floral designs) Exploring colour, pattern and texture	Observational drawings of moths Junk modelling – houses Skills: - Mixing primary colours - Developing drawing skills	African art patterns Making traps to capture Supertato Talking about plans before making (design before make)

	<p>surface texture exploration</p> <p>Music Establish routines; develop listening skills; explore pulse, rhythm and body percussion through songs and movement</p>	<p>Skills: - Threading - Cutting and joining</p> <p>Music Develop steady beat, rhythm and pitch; use instruments; perform seasonal songs (e.g. Nativity)</p>	<p>Music Secure pulse and rhythm; introduce tempo and dynamics; develop call-and-response and instrument use</p>	<p>through natural materials</p> <p>Skills:</p> <ul style="list-style-type: none"> • Developing drawing skills (adding detail and control) • Exploring pattern and repetition • Using a range of tools for printing • Talking about what they have created and how <p>Music Create and perform simple rhythms; explore structure; accompany songs with instruments</p>	<p>Music Combine pulse, rhythm and pitch; create simple compositions; explore movement and musical styles</p>	<p>Skills: - Paper weaving</p> <p>Music Refine performance skills; perform confidently (e.g. Mini Music Makers); apply and consolidate musical skills</p>
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