

Reception Autumn Term Curriculum Overview 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	HALF TERM	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week15
PSED	<ul style="list-style-type: none">To initiate conversations, attend to and takes account of what others say.To think about the perspectives of others so that I build constructive and respectful relationships.To adhere to the new Reception specific school rules and areas around the classroomTo be confident to speak with others about own needs, wants, interests, and opinions.To identify and moderate my own feelings both socially and emotionally.To show resilience and perseverance in the face of challenges in school.To know how to form positive relationships with adults and children.To building self-confidence and independence.To use strategies taught to manage my behaviour positively.To meet my toileting needs and go to the toilet independently.									<ul style="list-style-type: none">To initiate conversations, attend to and takes account of what others say.To think about the perspectives of others so that I build constructive and respectful relationships.To adhere to the new Reception specific school rules and areas around the classroomTo be confident to speak with others about own needs, wants, interests, and opinions.To identify and moderate my own feelings both socially and emotionally.To show resilience and perseverance in the face of challenges in school.To know how to form positive relationships with adults and children.To building self-confidence and independence. ITo use strategies taught to manage my behaviour positively.To meet my toileting needs and go to the toilet independently						
COM & LANG	<ul style="list-style-type: none">To listen and do for a short span (two channelled attention).To respond to instructions involving a two-part sequence.To listen to and talk about stories to build familiarity and understanding.To tell you how I listen carefully and why listening is important.To learn new vocabulary and use it in different contexts.To maintain attention and focus on activities.To extend my vocabulary, especially by grouping, naming and sequencing.To speak aloud with some expression, in front of a large group, and in small groups and offer my thoughts.									<ul style="list-style-type: none">To listen and do for a short span (two channelled attention).To respond to instructions involving a two-part sequence.To listen to and talk about stories to build familiarity and understanding.To tell you how I listen carefully and why listening is important.To learn new vocabulary and use it in different contexts.To maintain attention and focus on activities.To extend my vocabulary, especially by grouping, naming and sequencing.To speak aloud with some expression, in front of a large group, and in small groups and offer my thoughts.						
PHYSICAL DEV	<ul style="list-style-type: none">To experiment ambitiously with different ways of moving.To travel with confidence and skill around, under, over, and through balancing equipment both indoors and outdoors.To use simple tools to effect changes to materials such as scissors.To handle tools such as hole punchers, objects, construction and malleable materials safely and with increasing control.To show a preference for a dominant hand, and when using a pencil I have a tripod grip in most cases.To use anti-clockwise movement and retrace vertical lines.To tell you about healthy food and eat a range of them.To develop overall body strength, balance, coordination and agility.To move energetically and I am able to negotiate space safely when running, jumping, skipping, hopping etcTo peel my own fruit, pour milk and open my fruit box.									<ul style="list-style-type: none">To experiment ambitiously with different ways of moving.To travel with confidence and skill around, under, over, and through balancing equipment both indoors and outdoors.To use simple tools to effect changes to materials such as scissors.To handle tools such as hole punchers, objects, construction and malleable materials safely and with increasing control.To show a preference for a dominant hand, and when using a pencil I have a tripod grip in most cases.To use anti-clockwise movement and retrace vertical lines.To tell you about healthy food and eat a range of them.To develop overall body strength, balance, coordination and agility.To move energetically and I am able to negotiate space safely when running, jumping, skipping, hopping etcTo peel my own fruit, pour milk and open my fruit box.						

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LITERACY	<ul style="list-style-type: none">To demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.To read individual letters by saying the sounds for themTo begin to break the flow of speech into words.To hear and say the initial sound in words.To segment the sounds in simple words and blend them together and I know which letters represent some of them.To link sounds to letters, naming and sounding the letters of the alphabetTo begin to blend CVC words to readTo try to write my name with recognisable letters and I can use my phonic knowledge to spell some wordsTo use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequenceTo show an interest in stories and can vote for my favourite story giving reasons for my decisionTo know the difference between fiction and non-fiction books.		<ul style="list-style-type: none">To demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.To read individual letters by saying the sounds for themTo begin to break the flow of speech into words.To hear and say the initial sound in words.To segment the sounds in simple words and blend them together and I know which letters represent some of them.To link sounds to letters, naming and sounding the letters of the alphabetTo begin to blend CVC words to readTo try to write my name with recognisable letters and I can use my phonic knowledge to spell some wordsTo use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequenceTo show an interest in stories and can vote for my favourite story giving reasons for my decisionTo know the difference between fiction and non-fiction books.
MATHEMATIC	<ul style="list-style-type: none">To subitise to 3To sort and match using different criteriaTo represent 1 - 5 on my fingers, on a tens frame and with objectsTo join in with number songs to 10, attempting to represent numbers using fingers where appropriateTo recite numbers to 10 and some beyondTo demonstrate understanding that we use one number for each item, when countingTo attempt to count objects, actions and sounds		<ul style="list-style-type: none">To use a tens frame to talk about ‘how many more’ I would need to make tenTo use ‘less’ and understand the term ‘more’ in practical contextsTo know how to make a tally chart and can talk about how I use itTo name some 2D and 3D shapes and I can describe the size or shape of real-life objects using simple mathematical vocabulary, e.g., <i>big/small, round/straight</i>To subitise to 5.
UND WORLD	<ul style="list-style-type: none">To describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.To make observations about similarities and differences in living things and other cultures.To understand the past through settings, characters and events encountered in books read in class and storytelling.To appreciate features in the world around me and talk about them.To use the IWB independently to access Purple Mash/2simple and other programmes.		<ul style="list-style-type: none">To describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.To make observations about similarities and differences in living things and other cultures.To understand the past through settings, characters and events encountered in books read in class and storytelling.To appreciate features in the world around me and talk about them.To use the IWB independently to access Purple Mash/2simple and other programmes.
EXP ARTS & D	<ul style="list-style-type: none">To building a repertoire of songs, dances, poems and stories.To perform songs and try to move in time with music.To manipulate materials to achieve a planned effect.To construct with a purpose in mind, using a variety of resources such as boxes, tape and glue.To use simple tools safely, competently and appropriately.To make simple representations of events.To initiate new combinations of movement and gesture.To make choices about particular colours to use for a purpose.To use percussion to keep a steady beat and copy a rhythmic pattern.		<ul style="list-style-type: none">To building a repertoire of songs, dances, poems and stories.To perform songs and try to move in time with music.To manipulate materials to achieve a planned effect.To construct with a purpose in mind, using a variety of resources such as boxes, tape and glue.To use simple tools safely, competently and appropriately.To make simple representations of events.To initiate new combinations of movement and gesture.To make choices about particular colours to use for a purpose.To use percussion to keep a steady beat and copy a rhythmic pattern.
FRENCH	Les Salutations (Greetings) <ul style="list-style-type: none">To say ‘hello’ (formally and informally)To say their nameTo ask how somebody is feeling and give a replyTo say ‘goodbye’ and ‘see you soon’.		Les Salutations (Greetings) <ul style="list-style-type: none">To say ‘hello’ (formally and informally)To say their nameTo ask how somebody is feeling and give a replyTo say ‘goodbye’ and ‘see you soon’.

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JS	<p>Chagim: Rosh Hashanah</p> <ul style="list-style-type: none">To understand Rosh Hashanah is the start of a new Jewish YearTo know on Rosh Hashanah, we blow the shofarTo know the shofar makes different soundsTo make, and blow, our own shofarotTo understand the phrase Shana tovaTo make shana tova cards for our familiesTo know we dip apple in honey on Rosh Hashanah and taste it. <p>Chagim: Yom Kippur</p> <ul style="list-style-type: none">To hear and act out the story of YonahTo know we don’t wear leather shoesTo understand we say sorry (teshuva) on Yom Kippur. <p>Chagim: Succot/Shmini Atzeret/Simchat Torah</p> <ul style="list-style-type: none">To know on Succot we eat in a succahTo know the roof of the succah is schachTo visit the succah and say the brachaTo understand we shake the Arba Minim in all directions because Hashem is everywhereTo shake the Arba MinimTo know on Simchat Torah we celebrate the TorahTo make flags. <p>Hebrew Reading</p> <ul style="list-style-type: none">To complete a baseline reading assessmentTo know there are Hebrew letters that are different to English lettersTo be able to read Alef and BetTo understand the concept of vowelsTo be able to read patach and KamatzTo start trying to blend patach and kamatz with a single letter. <p>Parasha</p> <ul style="list-style-type: none">Bereshit – everything comes from Hashem.Noach –Kindness.		<p>Chagim: Chanukah</p> <ul style="list-style-type: none">To understand a basic version of the Chanukah StoryTo put on a Chanukah show for our parentsTo know on Chanukah, we light a chanukiah and whyTo make our own chanukiah from clay. <p>Hebrew Reading</p> <ul style="list-style-type: none">To be able to read the letters Vet, Gimmel, Dalet, Hey, Vav, Zayin and ChetTo be able to read the vowels Tzayreh and SegolTo be able to blend a single letters and vowelTo complete an end of term assessment. <p>Parasha</p> <ul style="list-style-type: none">Vayera-Welcoming visitorsChayei Sarah – chessedToldot – knowing we are all differentParashat Vayetze- KindnessParashat Vayishlach- Making up after a quarrelParashat Vayeshev – Being jealousMikeitz -Respect for Kings and queens.