

	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	- 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 classroom - To 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.									- 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 classroom - To 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. I - To use strategies taught to manage my behaviour positively. - To meet my toileting needs and go to the toilet independently							
COM & LANG	- 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.									- 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	- 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 etc - To peel my own fruit, pour milk and open my fruit box.									- 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 etc - To peel my own fruit, pour milk and open my fruit box.							

Reception Autumn Term Curriculum Overview 2026

LITERACY	- 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 them - To 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 alphabet - To begin to blend CVC words to read - To try to write my name with recognisable letters and I can use my phonic knowledge to spell some words - To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence - To show an interest in stories and can vote for my favourite story giving reasons for my decision - To know the difference between fiction and non-fiction books.		- 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 them - To 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 alphabet - To begin to blend CVC words to read - To try to write my name with recognisable letters and I can use my phonic knowledge to spell some words - To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence - To show an interest in stories and can vote for my favourite story giving reasons for my decision - To know the difference between fiction and non-fiction books.
MATHEMATIC	- To subitise to 3 - To sort and match using different criteria - To represent 1 - 5 on my fingers, on a tens frame and with objects - To join in with number songs to 10, attempting to represent numbers using fingers where appropriate - To recite numbers to 10 and some beyond - To demonstrate understanding that we use one number for each item, when counting - To attempt to count objects, actions and sounds		- To use a tens frame to talk about ‘how many more’ I would need to make ten - To use ‘less’ and understand the term ‘more’ in practical contexts - To know how to make a tally chart and can talk about how I use it - To 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	- 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.		- 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	- 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.		- 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) - To say ‘hello’ (formally and informally) - To say their name - To ask how somebody is feeling and give a reply - To say ‘goodbye’ and ‘see you soon’.		Les Salutations (Greetings) - To say ‘hello’ (formally and informally) - To say their name - To ask how somebody is feeling and give a reply - To say ‘goodbye’ and ‘see you soon’.

Reception Autumn Term Curriculum Overview 2026

JS	Chagim: Rosh Hashanah - To understand Rosh Hashanah is the start of a new Jewish Year - To know on Rosh Hashanah, we blow the shofar - To understand the phrase Shana tova - To make shana tova cards for our families - To know we dip apple in honey on Rosh Hashanah and taste it. Chagim: Yom Kippur - To hear and act out the story of Yonah - To know we don’t wear leather shoes - To understand we say sorry (teshuva) on Yom Kippur. Chagim: Succot/Shmini Atzeret/Simchat Torah - To know on Succot we eat in a succah - To know the roof of the succah is schach - To visit the succah and say the bracha - To understand we shake the Arba Minim in all directions because Hashem is everywhere - To shake the Arba Minim - To know on Simchat Torah we celebrate the Torah - To make flags. Hebrew Reading - To complete a baseline reading assessment - To know there are Hebrew letters that are different to English letters - To be able to read Alef, Bet, Vet, Gimmel and Dalet - To understand the concept of vowels - To be able to read patach and Kamatz - To start trying to blend patach and kamatz with a single letter. Parasha - Bereshit – everything comes from Hashem - Noach –Kindness - Lech lecha - following rules.		Chagim: Chanukah - To understand a basic version of the Chanukah Story - To put on a Chanukah show for our parents - To know on Chanukah, we light a chanukiah and why - To make our own chanukiah from clay. Hebrew Reading - To be able to read the letters Hey, Vav, Zayin, Chet, Tet and Yud - To be able to read the vowels Tzayreh and Segol - To be able to blend a single letters and vowel - To complete an end of term assessment. Parasha - Vayera-Welcoming visitors - Chayei Sarah – chessed - Toldot – knowing we are all different - Vayigash - all is from Hashem. General knowledge - Days of the week in Hebrew