

Reception Curriculum Overview Spring Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
PSED	<ul style="list-style-type: none">To take steps to resolve conflicts with others and can compromise (MHM Relate, Engage)To describe myself in positive terms and talk about my abilities (MHM Celebrate)To be able to show responsibility for my learning and can tell you what I need to do to improve (MHM Celebrate)To be able to collaborate on joint projects and can participate positively in team gamesTo be open to new ideas and other people’s suggestions.						HALF TERM	<ul style="list-style-type: none">To take steps to resolve conflicts with others and can compromise (MHM Relate, Engage)To describe myself in positive terms and talk about my abilities (MHM Celebrate)To be able to show responsibility for my learning and can tell you what I need to do to improve (MHM Celebrate)To be able to collaborate on joint projects and can participate positively in team gamesTo be open to new ideas and other people’s suggestions.						
COM & LANG	<ul style="list-style-type: none">To anticipate key events in stories and respond to what I hear with relevant commentsTo answer how and why questionsTo be able to follow a story without pictures or propsTo give attention to what others say and responds appropriatelyTo predict what will happen next in a storyTo talk about significant events in my life and respond appropriately to other people’s newsTo ask relevant questions to find out informationTo express myself effectively showing awareness of my listeners’ needsTo develop my own narratives and explanations by connecting ideas or eventsTo apply and using descriptive vocabulary based on my experiencesTo begin to use past, present and future forms accuratelyTo develop key social phrasesTo retell story using repetition of phrases and some parts in my own words.							<ul style="list-style-type: none">To anticipate key events in stories and respond to what I hear with relevant commentsTo answer how and why questionsTo be able to follow a story without pictures or propsTo give attention to what others say and responds appropriatelyTo predict what will happen next in a storyTo talk about significant events in my life and respond appropriately to other people’s newsTo ask relevant questions to find out informationTo express myself effectively showing awareness of my listeners’ needsTo develop my own narratives and explanations by connecting ideas or eventsTo apply and using descriptive vocabulary based on my experiencesTo begin to use past, present and future forms accuratelyTo develop key social phrasesTo retell story using repetition of phrases and some parts in my own words.						
PHYSICAL DEV	<ul style="list-style-type: none">To demonstrate my overall body strength, balance, co-ordination, and agility out indoor and outdoor apparatusTo handle specialised tools and equipment effectivelyTo show some understanding of good practices with regard to exercise, eating, sleeping and hygiene and how they can contribute to good healthTo develop foundations of a handwriting style which is fast accurate and efficientTo show understanding of the need for safety when tackling new challenges, and consider and manage some risksTo start letters at the correct place so that they are formed correctlyTo write letters on the lineTo begin to throw and catch a ball accuratelyTo use my body expressively in imaginative movements.							<ul style="list-style-type: none">To demonstrate my overall body strength, balance, co-ordination, and agility out indoor and outdoor apparatusTo handle specialised tools and equipment effectivelyTo show some understanding of good practices with regard to exercise, eating, sleeping and hygiene and how they can contribute to good healthTo develop foundations of a handwriting style which is fast accurate and efficientTo show understanding of the need for safety when tackling new challenges, and consider and manage some risksTo start letters at the correct place so that they are formed correctlyTo write letters on the lineTo begin to throw and catch a ball accuratelyTo use my body expressively in imaginative movements.						
LITERACY	<ul style="list-style-type: none">To form some lower case and capital letters correctlyTo spell words by identifying sounds and writing the sounds with lettersTo attempt to write short sentences in meaningful contextsTo include some diagraphs in words that I writeTo begin to include simple grammar in my sentences such as capital letters at the beginning of the sentence and full stops at the end of the sentenceTo begin to write for a range of genres such as captions, speech bubbles, leaflets, stories etcTo begin to write Phase 2 and 3 tricky words correctlyTo read some Phase 3 tricky words and high frequency words confidentlyTo identify some Phase 3 diagraphs and begins to read words with diagraphs in them							<ul style="list-style-type: none">To read simple captions and short sentences from a variety of Phonic materialTo use vocabulary and forms of speech that are increasingly influenced by my experience of booksTo demonstrate an understanding when talking with others about what I have readTo notice some grammar in texts like capital letters, full stops, question marks, and exclamation marksTo be able to read some multisyllabic words like sunset, rabbitTo beginning to segment and blend when reading a variety of different texts (fiction and non-fiction.)To listen to and discuss selected non- fiction texts to develop a deeper familiarity with new knowledge and vocabularyTo be able to retell stories.						

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MATHEMATIC	<ul style="list-style-type: none">• To record my findings using marks that can be explained• To be able to perform addition in different ways and use the correct mathematical language• To begin to identify own mathematical problems based on my own interests and fascinations• To take away an amount from a larger group of objects to find out what is left• To able to count beyond 20.		<ul style="list-style-type: none">• To begin to make number bonds to 10• To talk about the properties of shape using mathematical language such as vertices, edges, faces and sides• To measure different objects using non-standard measurements eg multilink cubes• To begin to use number tracks to count on and back• To talk about the concepts of capacity, length, height and time when I am in continuous provision.
UND WORLD	<ul style="list-style-type: none">• To compare and contrast characters from stories including characters from the past• To draw information from a simple map• To recognise some similarities and differences between life in this country and life in other countries• To recognise some environments that are different to the ones they live in• To understand the effect of changing seasons on the natural world around them.• To make observations about similarities and differences in living things• To investigate and can comment on the properties of different materials• To talk about the features of my own immediate environment and different environments/habitats• To talk about my own family customs and different customs and traditions in Britain and around the world• To talk about the features of different seasons, the changes in living things at different times of the year• To talk about different life cycles• To talk about the lives of people around me and their roles in society.		<ul style="list-style-type: none">• To compare and contrast characters from stories including characters from the past• To draw information from a simple map• To recognise some similarities and differences between life in this country and life in other countries• To recognise some environments that are different to the ones they live in• To understand the effect of changing seasons on the natural world around them.• To make observations about similarities and differences in living things• To investigate and can comment on the properties of different materials• To talk about the features of my own immediate environment and different environments/habitats• To talk about my own family customs and different customs and traditions in Britain and around the world• To talk about the features of different seasons, the changes in living things at different times of the year• To talk about different life cycles• To talk about the lives of people around me and their roles in society.
EXP ARTS & D	<ul style="list-style-type: none">• To explore, use and refine a variety of artistic effects to express my ideas and feelings• To return to and build upon previous ideas, refining them and developing them• To construct with a purpose in mind using a variety of resources and advancing techniques• To represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories• To create collaboratively, sharing ideas and working on joint projects• To develop artwork based on famous artists• To recognise high and low sounds and can create simple accompaniment to songs.		<ul style="list-style-type: none">• To explore, use and refine a variety of artistic effects to express my ideas and feelings• To return to and build upon previous ideas, refining them and developing them• To construct with a purpose in mind using a variety of resources and advancing techniques• To represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories• To create collaboratively, sharing ideas and working on joint projects• To develop artwork based on famous artists• To recognise high and low sounds and can create simple accompaniment to songs.

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JS	<p>Parasha</p> <ul style="list-style-type: none">• Shemot- Kindness• Vaera- Emunah, Hashem is everywhere• Bo – following instructions• Beshalach – Hashem looks after us• Yitro – listening to your parents.• Mishpatim – Keepint meat ans milk separate. <p>Chagim: Tu B’shvat</p> <ul style="list-style-type: none">• To have an inning by a greengrocer• To know Tu BiShvat is the new year for trees• To know which fruits, grow on trees• To know we eat many types of fruit on Tu BiShvat. <p>Hebrew Reading</p> <ul style="list-style-type: none">• To be able to read kaf, chaf, lamed, mem, nun, samech and ayin.• To know the sounds of chirrick and cholam• To blend known letters with patach, kamatz, segol, tzereh, chirrick and cholam• To begin to read short word blends. <p>Tefillah</p> <ul style="list-style-type: none">• To complete the Shema.		<p>Chagim: Purim</p> <ul style="list-style-type: none">• To know the story of Purim focussing on the characters Achasheverosh, Esther, Mordechai and Haman• To understand why we block out Haman’s name by making a noise (make ra’ashanim)• To know why we eat hamantaschen (and to make them)• To know we dress up on Purim and a basic understanding of why• To make masks. <p>Chagim: Pesach</p> <ul style="list-style-type: none">• To know that on Pesach we have two sedarim (in England)• To know some foods are chametz• To know we have three matzot at seder and the middle one gets broken• To know at seder we drink four cups of wine and have an extra cup for Eliyahu• To know a basic version of yetziat mitzrayim• To know Hashem sent 10 plagues and be able to recall some• To recognise the foods on the seder plate• To learn the first verse of ma Nishtana <p>Hebrew reading</p> <ul style="list-style-type: none">• To be able to read all the letters up to ayin.• To blend known letters with patach, kamatz, segol, tzereh, chirrick and cholam• To extend the reading of short word blends.
FRENCH	<p>Les Couleurs et Les Nombres (Colours and Numbers)</p> <ul style="list-style-type: none">• To name and recognise up to ten colours in French• To count from 1-10 in French.		<p>Les Couleurs et Les Nombres (Colours and Numbers)</p> <ul style="list-style-type: none">• To name and recognise up to ten colours in French• To count from 1-10 in French.