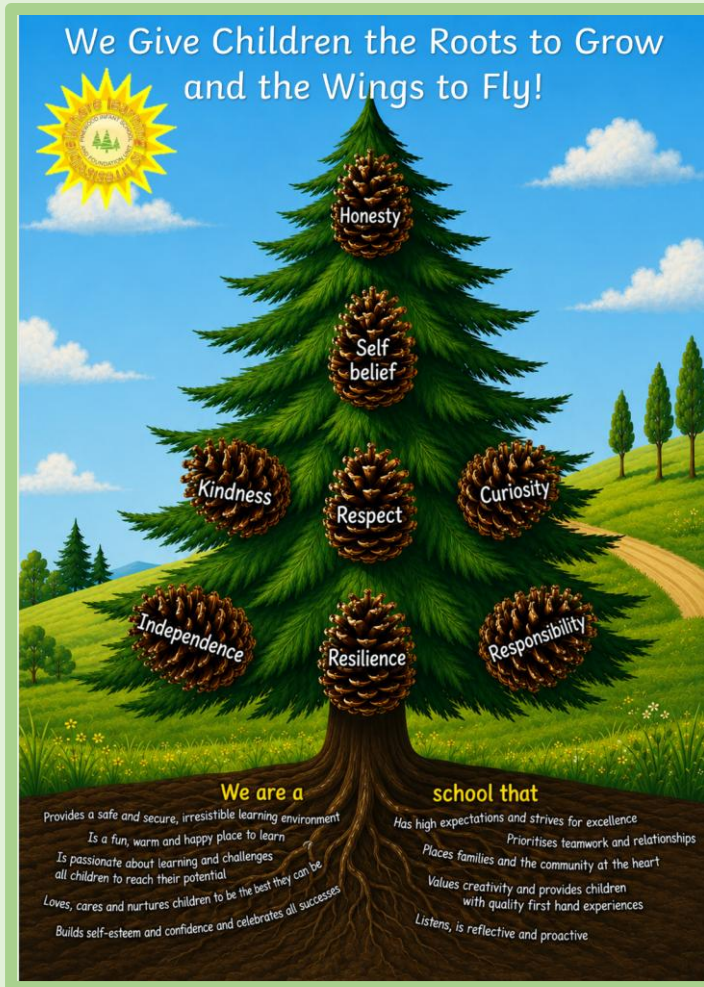


F2/Reception Long Term Plan 2026-2027

“At Pinewood, we aim to ‘Make Learning Irresistible’. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of the Outstanding Pinewood Pride!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the ‘whole child’. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey





Our Vision Statement

Together we give children the roots to grow and the wings to fly

Our Mission Statement

We make learning irresistible

R is for **Relationships**

O is for **Opportunities**

O is for **Outcomes**

T is for **Talk**

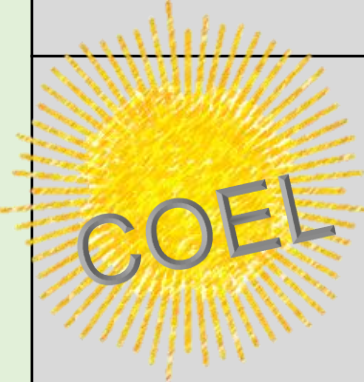
S is for **School Values**



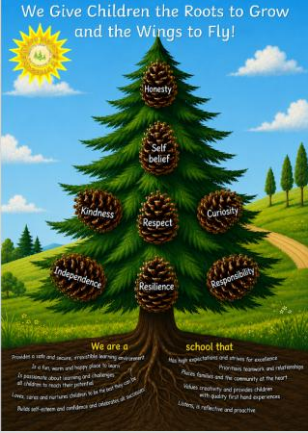
Reception Curriculum Plan 2026-2027

	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
General Themes NB: These themes may be adapted at various points to allow for children's interests	Magical Me! Starting school / my new class / New Beginnings People who help us / Careers My family / PSED focus /relationships/feelings What am I good at? 7 weeks	Fantastic Festivals! Bonfire night celebrations Diwali Halloween Little Red Hen – Harvest The Nativity at Christmas Letters to Father Christmas 7 weeks	Where can a painting take us? Arts & Design focus: Henry Rousseau: Tiger in the storm 6 weeks	Come Outside! Plants & Flowers Life cycles Planting beans/seeds Where do we live in the UK / world? Farm Fairytale 5 weeks	Amazing animals! What lives in our pond? Habitats Life cycles Minibeasts Fairytale 7 Weeks	Splish Splash Splish! Under the sea theme Looking after our oceans Pirates Looking at old and new transport 7 weeks 3 days
High quality Texts	1 (3 days) The Colour Monster 2: Its okay to be different 3:The big book of families/homes/Arnold 4.I want a Pet 5.Im afraid your teddy has been in trouble today 6. Zog and the flying doctors 7.Supertato	1. Guy Fawkes: Recount/London 2. Rama and Sita/Diwali 3. Room on the Broom 4. Little Red Hen (x2 weeks) T4W 5. Stick Man 6: Winter/Non Fiction 7. Christmas lists and letters to Santa	1 & 2: Rumble in the Jungle 3. I don't want to go to bed 4 & 5: How to trap a tiger 6. Never tickle a tiger	1: Jack and the Beanstalk 2. What the ladybird heard 3 & 4. Non-Fiction Ducks 5. Re-count Whitepost Farm	1: Oi Frog (rainforest) 2 & 3: The 3 Billy Goats Gruff 4. Mad About Minibeasts 5. The Very Ugly Bug 6.Non-Fiction books about Caterpillars (making a diary) 7. Spider Sandwiches	1. Billy's Bucket 2. Commotion in the Ocean 3. Somebody Swallowed Stanley 4. Sharing a Shell 5. What the Ladybird Heard at the Seaside 6. Home for a Pirate 7. Pirate Pete 8. Transition week: letters to new teachers
'Wow' moments / Enrichment	Family photos Baby photos Pets in Nurse /police officer visit	Guy Fawkes / Bonfire Night/firefighter visit Remembrance Day Making bread (little Red Hen) EYFS Christmas Play Santa visit Nativity Visit	Art exhibition Valentines Day Chinese New Year	Living duck eggs in (week 2) Planting beanstalks Mother's Day World Book Day Whitepost Farm trip Easter bonnet parade/egg rolling/decorating	Caterpillars in Frogspawn in classroom or pond visits Fathers Day Hobbucks (Minibeast week)	Map work - Find the Treasure End of year family picnic

Reception Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish Splash Splosh!
  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: Pinewood, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					

Reception Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals !	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish Splash Splosh!
Our Pinewood values 	Values: Kindness & Self-belief Books: Kindness: Dogger, Room on the broom The Giving Tree Lost and Found Self belief Gruffalo How to Catch a Star	Values: Honesty & Independence Books: Honesty: Do unto otters Independence: Iggy Peck architect Lost and found The missing Piece The Way back Home	Value: respect Books Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Tusk Tusk	Value: responsibility Books One world Bog baby The great kapok Tree	Value: curiosity Books The mole who knew it was non on his business	Value: resilience Books Peace at last After the Storm Peter and the wolf Kevin the Cat with the Magic Hat Up and Down Monkey Puzzle The Way Back Home

It goes without saying that we want our children to reach their potential academically whilst here at Pinewood. But education is about so much more than this. As a team, we decided to link our vision and values to a pine tree theme where we provide the roots in order for children to grow and finally have the wings to fly onto the next part of their educational journey. Values are the principles that guide our behaviour and thinking as a school. The values we want to instil in our children here at Pinewood can be seen on the pine cones.

Our school aim is 'To make learning irresistible' as this encompasses what we do at Pinewood in order to meet our vision.

Our school prioritises relationships. We really care for each other as a staff team, for our children and our families. Pinewood is a lovely place to be. Our values are not just laminated on classroom walls, they permeate through everything we do and our behaviours as a team. You feel the ethos of our school the second you walk through the door. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our children to leave us with academic intelligence, emotional intelligence and ethical intelligence.

Reception Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish Splash Splosh!
BRITISH VALUES SHARING CIRCLES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of term Little Wandle Phonics assessments EYFS team meetings GLD Projections for EOY	Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Little Wandle Phonics assessments Handwriting assessments	Local schools moderation EYFS team meetings Phase meeting and internal moderations Little Wandle Phonics assessments Maths fluency assessments Handwriting assessments Tricky word assessments	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Little Wandle Phonics assessments Maths fluency assessments Handwriting assessments Tricky word assessments	Local schools moderation EYFS team meetings Little Wandle Phonics assessments Maths fluency assessments Handwriting assessments Tricky word assessments	Pupil progress meetings Reports LA moderation EYFS team meetings EOY data Little Wandle Phonics assessments Maths fluency assessments Handwriting assessments Tricky word assessments
PARENTAL INVOLVEMENT	Open door policy DOJO involvement Family photos Baby Photos	DOJO involvement Nativity/Christmas Craft Parents Evening Readers assembly	DOJO involvement Art exhibition	DOJO involvement Parents Evening Easter bonnet parade Farm trip Readers assembly	DOJO involvement	DOJO involvement Reports End of year family Picnic 100/200 readers assembly

Diversity Texts to be read throughout the year during story time sessions

BAME main characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

Reception Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Fantastic Festivals!	Where can a painting take us?	Come Outside	Amazing Animals!	Splish, Splash, Splosh!
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self regulation Making relationships	<u>SCARF: Me and My Relationships</u> Me and My Relationships -All about me -What makes me special - Me and my special people -Who can help me? -My feelings Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules	<u>SCARF: Valuing Difference</u> I'm special, you're special -Same and different/families and homes -I am caring -I am a friend I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	<u>SCARF: Keeping safe</u> What's safe to go onto/into my body including medicines -safe indoors and outdoors -Listening to my feelings -Keeping safe online -People who help to keep me safe SMART rules	<u>SCARF: Rights and respect</u> Looking after my special people and my friends Being helpful at home and caring for our classroom -Caring for our world -Looking after money Caring for animals/ducklings/frogs	<u>SCARF: Being my best</u> Bouncing back when things go wrong Yes I can -Healthy eating My healthy mind Move your body -A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	<u>SCARF: Growing and changing</u> seasons - Life stages plants, animals, humans Human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1 Year 1 readiness
	Ongoing: Know how to tolerate delay when my needs are not immediately met and understand they may not always be met. Know how to wait for an adult's attention if they are talking to another child Show sensitivity to their own and to others' needs. Work and play cooperatively and take turns with others know how to initiate play, offering cues to my friends to join me Know how to start conversations and take account of what others say Know I can take steps to resolve conflict eg: finding a compromise without adult support Know how to build constructive and respectful relationships Know the boundaries set and of behavioural expectations in the class Know that having responsibilities can be enjoyable e.g. carrying out small tasks Know that praise for what I have done is a positive thing Know that an adult should be present when on the internet Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Know it is important to remember my manners Know how to make my own needs, wants, interests and opinions known to others in an acceptable way Know how to put my own coat and jumper on even if the sleeves are inside out Know how to put on my own socks and shoes on					

Reception Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Fantastic Festivals!	Where can a painting take us?	Come Outside	Amazing Animals!	Splish, Splash, Splosh!
<u>Personal, Social and Emotional Development</u> Managing Self Self regulation Making relationships	Know how people are different and are respectful of this Know others may have differing needs and can accept the needs of others Know how people are different and are respectful of this I can articulate things that are special to me Know that all families are not the same Know how people are different and are respectful of this Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. Know some different feelings and can think of a way of dealing with 'not so good' feelings (self-regulation) Know I can express my feelings and consider the feelings of others Know some different feelings and can think of a way of dealing with 'not so good' feelings (self-regulation)	Be sensitive towards others and celebrate what makes each person unique. Know the importance of showing care and kindness towards others Recognise the similarities and differences amongst our peers. Discuss why differences should be celebrated Talk about their family, customs and traditions. Listen to others talk about their experiences Recognise the similarities and differences between their home and those of others. Talk about what makes their home feel special and safe. Be sensitive towards others. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation Know what makes a good friend	Know what is safe to go outside my body Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. I know ways to stay safe I can identify an adult who I can talk to, either at home or at school, if I need help. Recognise the feelings they have when they are unsafe. Know that an adult should be present when on the internet Know age-appropriate ways to stay safe online. I know people who can help me eg police, nurse. I know who to go to if I am upset	Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about why friends are important and how they help us. Identify ways to care for a friend in need. Identify ways to help others in their community. Know the boundaries set and of behavioural expectations in the class Know how to look after the environment (sci) Know that having responsibilities can be enjoyable e.g. carrying out out small tasks Think about what makes the world special and beautiful. Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. Talk about what can happen to living things if the world is not cared for. Recognise coins and other items relating to money. Identify the uses of money. Begin to understand that money can be kept safely in a bank as digital money; Recognise that adults can use devices like phones to pay for things Talk about why it's important to keep money safe Identify ways to save money Talk about why we save money Begin to understand that money can be kept safely in a bank as digital money	Know what I can do to help myself when I find something difficult Show resilience and perseverance in the face of challenge Set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate Learn and use strategies or skills in approaching challenges. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Know some healthy foods and know the importance of making healthy food choices Understand there are some foods that are a “just sometimes” food or drink (eating in moderation). Name some activities or ideas to promote positive mental health. Reflect on their mental health and how they can protect it. Describe the changes in their body during exercise and what is happening to their body. Explain how exercise can help us stay well - physically and mentally. Name some ways to keep their body fit and well Understand why our body needs sleep. Talk about their own bedtime routine. Suggest ways to have a calm evening and bedtime routine	Name the different seasons and describe their differences. Explain the changes that occur as seasons change To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about marriage and civil partnerships – what they are and why people might choose them. Talk about their own experience of growing up. Know that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.
	In F2, independence is further encouraged and expectations of making feelings known are deepened. The concept of Super Cat learners is introduced to the children along with the learning pit and positive learning behaviours.					

Reception Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, Word Aware interventions. Daily story time using high quality texts (from the EYFS brilliant reads list)	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")	Tell me a story! Develop vocabulary: Word aware Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Remember key points from a story Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary Discuss familiar celebrations	Tell me why! Develop vocabulary: Word aware Ask's how and why questions... Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs	Explain to me! Word Aware: explore vocab Reciting poems and songs Tell me a story - retelling stories: talk for writing Articulate a duck life cycle Listen to and engage in and talk about selected non-fiction Articulate my ideas and thoughts into well-formed sentences Ask questions to find out more Recount an experience	Rhyme time! Word Aware: Explore Vocab Learn and recite, poems and songs Rhyme/rhyming sentences I can continue a rhyming string Re-tell a story/fairytale Describe events in some detail: frog life cycle, caterpillar life cycle	Tell me about differences? Word Aware: Explore Vocab Talk about the experiences I have had at different points in the school year (end of year video) Articulate how we can look after our planet Talk about similarities and differences between things in the past and now (transport)

Reception Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<u>RE</u> Understanding the world/PSE Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	What makes us unique and special? Who is special to me? Understand the idea of close family Understand the idea of extended family, and school family Understand what it means to belong to Cats/Panthers and our school community Understand that we belong to our families, our classes and that many people belong to a religion. Understand that religions have special people within their religion. Christians belong to the Church/God/ and that many Christians get baptized to show they belong to the Christian church. Know what Harvest is and begin to know about the harvest festival Know how we can help each other in difficult times (e.g. food poverty) and how we can treat people and animals kindly Know that different people celebrate different things (and some that are the same e.g. birthdays, weddings, anniversaries, Valentines day Bonfire night)	To explore the Rama and Sita story and know which people it is special for What it means to celebrate Diwali To know and explore the festival of Christmas To know the nativity story To begin to explore that that Christians believe Jesus was a gift from God to the world.	Know that that different people celebrate different things but somethings are celebrated by lots of people - New Year non-religious Know that different people celebrate different things but somethings are celebrated by lots of people – non-religious baby shower Know that Christians celebrate a baby coming into the Xn faith by being christened/baptised - Christening To know that people celebrate the same things but may do this differently – Weddings To know that Chinese New Year is a celebration To explore why why people may celebrate Valentines Day	To explore, engage and discuss a religious story linked to morals and school values (The Good Samaritan, The Rich Farmer, David and Goliath) WAE a simplified version of the Easter story Work to include a basic understanding that Christians believe Jesus died and came back to life and is celebrated by Christians Understand that Easter is a time of new life such as chicks, bunnies To know how people celebrate the festival of Easter	To know that Xns believe that God created the world; To explore that different people have different views on how the world began To talk about what happened in the story of Noah's Ark To know that many people – religious and non-religious think we should treat the Earth carefully and look after it To explore ways we can we look after the planet? (land) How should we treat the Land on Earth? To know ways we can we look after the planet? (oceans) How should we treat our oceans on Earth?	To explore special places What places are special to me? What makes them feel special? When we go there how does it make us feel? What similarities and differences are there of our chosen places? To know that a church is a special place for Xns To explore the mosque as a special place for Muslims To explore the the mandir as a special place for Hindus or a Gurdwara as a special place for Sikhs To explore what is special about our new classes in Year 1

Reception Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Physical development t Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	I am working within 4-6 years of the pencil grip and control progression I can show a preference for a dominant hand. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. EG: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. I can cut a shape out using scissors I have developed the foundations of handwriting with most letters formed correctly I can do up my own zip I can take off and put on my own shoes I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letter and pictures.I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp. Form lower-case and some capital letters correctly					
	Multiskills: Introduction to PE Know how to: Know how to adjust speed or change direction to avoid obstacles when playing games with other children Know how to run in different directions Know how to jump up into the air and maintain balance Know how to follow adult-led instructions about moving safely and the reasons why Know how to move safely in a space Negotiate space and obstacles safely, with consideration for themselves and others. Know that our heart beats faster during exercise	Dance Know how to: Know how to move to music Know how to copy basic actions and movements Know how to investigate different ways of moving Know how to have an awareness of space Know how to safely perform teacher led warm ups Know how to create movement in response to music.	Multiskills: throwing and catching Know how to: Know how to throw, catch, kick, pass and strike a ball Know how to throw a ball with aim, demonstrating increasing control Know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it	Gymnastics Know how to: Know how to copy a simple sequence Know how to travel with confidence and skill around, under, over and through balancing and climbing equipment Know how to jump off an object and land on two feet, appropriately using hands, arms and body to stabilise and balance Know how to move fluently, in a variety of movements, with developing control and grace Know how to make changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Know how to combine different movements to make a simple sequence	Multiskills: Large ball skills Know how to: Know how to throw, catch, kick, pass and strike a ball Know how to throw a ball with aim, demonstrating increasing control Know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it Know how to improve an action such as throwing, catching or striking Know how to listen and follow two simple instructions in a game Know how to take turns and share resources when playing games	Athletics Know how to: Know how to adjust speed or change direction to avoid obstacles when playing games with other children Know how to run in different directions
	CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good optionsFrom Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<u>Reading</u> We follow the Little Wandle Phonics and reading scheme. Assessments are carried out half termly and children are matched to the appropriate book band.	Pink A Phase 2 Set 1 I know these Phase 2 graphemes in words: s a t p i n and can read these sounds in words. I begin to blend and segment in order to read vc and cvc words e.g. as, at, in, is, it and I know how to handle books correctly, find the title, turn the pages properly and know that print goes from left to right I start to match spoken words to printed words (one to one correspondence) I know how to confirm this matching by pointing to some key words and known letters.	Pink A Phase 2 Set 2 I know these Phase 2 graphemes in words: s a t p i n m d and can read these sounds in words e.g. am, dad, an, man, mum, had, sat, has I know how to match spoken to printed word (one to one correspondence) across 2-3 lines of print I know how to blend some letters together, with meaning, to read the text, including CVC words Pink A Phase 2 Set 3 I know these Phase 2 graphemes in words: g o c k ck and can read these sounds in words e.g. back, can, got, on, not I know these light pink key words - the is and I know how to sound out and blend sat man hug red (before moving to Pink B) I know how to handle books correctly, find the title, turn the pages properly and know that print goes from left to right I begin to match spoken words to printed words (one to one correspondence) and confirm this by pointing to some key words I can segment and blend words orally	Pink B Phase 2 Set 4 I know these Phase 2 graphemes in words e u r h b f f l l ss and can read these sounds in words: e.g. him, get, up I know these dark pink key words – I put pull full as has his her go no I know how to read each word as I point to it (one-to-one correspondence) across 2-3 lines of print. I continue to know how to read simple words more confidently by blending sounds together. I have some awareness of mismatches between reading attempts and texts Red A Phase 2 Set 5 I know these Phase 3 graphemes in words j v w x y z zz qu ch sh th ng nk I know these red words – she push he of we me be to into I know how to read simple words by blending phonemes from left to right and check for meaning – does it make sense and sound right I know how to consolidate secure control of one-to-one matching on a wide range of texts I begin to notice own errors I know how to start to read in a more phrased manner while maintaining track of the print	Red B Phase 3 Set 1 I know these Phase 3 graphemes in words ai (snail) ee (see) igh (night) oa (goat) oo (zoo) oo (look) ar (car) or (fork) ur (nurse) ow (cow) oi (spoil) ear (hear) air (chair) er (better) e.g. popcorn, waiting, torches and am blending in my head more words I know these red words automatically - was you they my by all are sure pure I know how to make sure my reading makes sense I know how to re-read a sentence to make it sound like talking I know how to solve simple words by blending phonemes from left to right and check for meaning, correct syntax, i.e. does it make sense and sound right?	Red C Phase 3 Set 2 I know these Phase 3 graphemes in longer words: ai (snail) ee (see) igh (night) oa (goat) oo (zoo) oo (look) ar (car) or (fork) ur (nurse) ow (cow) oi (spoil) ear (hear) air (chair) er (better) e.g. popcorn, waiting, torches and am blending in my head confidently and automatically I know these red words automatically - was you they my by all are sure pure I know how to make sure my reading makes sense	Yellow Phase 4 Set 1 I know these Phase 3 graphemes in words: ai (snail) ee (see) igh (night) oa (goat) oo (zoo) oo (look) ar (car) or (fork) ur (nurse) ow (cow) oi (spoil) ear (hear) air (chair) er (better) and I can read words with adjacent consonants and short vowels e.g. went, fact, bring, munch, stamp, sprint, forest, started, smashed, melted, strongest, blossom, crowds, storm, brighter, greenest I know these yellow key words: said so have like some come love do were here little says there when what one out today I begin to know how to follow print with my eyes, finger pointing at points of difficulty I take more note of punctuation for grammar I know how to cross-check all sources of information, while reading, and sometimes self-correct I note familiar words and phonemes and use these to get to unknown words

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me	Fantastic Festivals!	Where can a painting take us?	Come Outside	Amazing animals!	Splish Splash Splosh!
Writing TFW used as stimulus across the year Texts may change due to children's interests Children all have their own writing 'snappy target' starting Autumn term 2	I can say an appropriate word to complete a sentence when the adult pauses for example: We're going to the.....zoo/park/shop/beach	I know how to make up my own phrase or short sentence to express my thoughts aloud about stories or my experiences	I can make up my own sentences and say them aloud after discussion with the teacher			
	I know how to write from left to right across the page	I am beginning to write a 2/3 word caption or short phrase using the graphemes that I already know	I know how to write down a simple sentence that I have orally rehearsed.			
	I know how to draw vertical and horizontal lines on a small or a large scale: for example: on paper, in the air, or in sand	My writing may still need mediation	My writing can be understood without mediation.			
	I can draw shapes on a small or a large scale: for example: on paper, in the air, or in sand	I am beginning to know how to use finger spaces to separate words.	I know how to write simple phrases and sentences that can be read by others (ELG)			
	I know how to write initial sounds in words	I know how to segment and make plausible attempts at spelling some CVC words	I am beginning to know how to use full stops in the right places.			
	I know how to hear and say the initial sounds in words	I know how to write some phase 2 tricky words (I the)	I mostly know how to use finger spaces to separate words.			
	I know how to blend and segment words orally in simple CVC words	I know how to write my first name	I am beginning to know how to use some capital letters in the right places			
	I know how to make a good attempt to write my first name	I know how to form correctly about 15+ lower case letters	I know how to spell words by identifying the phonemes and representing the phonemes with graphemes including words with consonant clusters and simple digraphs for example frog, hand, see, chop, storm, splash			
	I know to make marks that look like writing	I am beginning to know how to use a tripod grasp to write letters/words	I know how to spell some common exception words for example 1 the he to no go			
	Correctly form 10+ lower case letters		I know how to spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)			
Identify or write these 10 or more graphemes on hearing corresponding phonemes			I know how to write my first name with a capital letter at the start			
			I know how to write recognisable letters, most of which are correctly formed (ELG) (Lower case)			
			I know how to form some capital letters correctly.			
			I know how to hold a pencil comfortably and correctly using a tripod grasp.			

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, splash, splosh!
Maths <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not additoinbe afraid to make mistakes.					
	2 weeks Baseline Assessment/getting to know you Match, sort and compare (2 weeks) To Match pictures and objects To identify a set To sort objects to a type To explore sorting techniques To create sorting rules To compare amounts Talk about measure and patterns (2 weeks) To compare size, mass and capacity To explore simple patterns To copy and continue simple patterns To create simple patterns It's me 1,2,3 (1 week) To find 1, 2 and 3 To subitise 1, 2 and 3 To represent 1, 2 and 3	It's me 1,2,3 (1 week) To know 1 more/1 less To explore the composition of 1, 2 and 3 Circles and Triangles (1 week) To identify, name and compare circles and triangles To explore Shapes in the environment To describe position 1,2,3,4,5 (2 weeks) To find, subitise and represent 4 and 5 To know 1 more/1 less To explore the composition of 4 and 5 To explore the composition of 1-5 Shapes with 4 sides (1 week) To identify, name and combine shapes with 4 sides To explore shapes in the environment My Day and Night To order and sequence events using everyday language related to time Explore 3D shapes (1 week) (From Spring) To recognise and name 3-D shapes To find 2-D shapes within 3-D shapes To use 3-D shapes for tasks To explore 3-D Shapes in the environment Consolidation (1 week)	Alive in 5 (2 weeks) To introduce and explore 0 To find 0-5 To be able to subitise and represent 0-5 To know 1 more/1 less To explore the composition of 1-5 To be able to subitise to 5 Mass and Capacity (1 week) To be able to compare mass To be able to find a balance To explore and compare capacity Growing 6,7,8 (2 weeks) To find and represent 6, 7 and 8 To know 1 more/1 less To understand the composition of 6,7 and 8 To recognise Odd and even numbers To know doubles to 8 Length Height and Time (1 week) To explore and compare length To explore and compare height	Length Height and Time (1 week) To be able to talk about time To be able to order and sequence time Building 9 and 10 (3 weeks) To find and represent 9 and 10 To be able to compare numbers to 10 To be able to subitise to 10 To know 1 more/1 less of a given number to 10 To understand the composition of 10 To know number Bonds to 10 To be able to make arrangements of 10 To know Doubles to 10 To explore even and odd numbers Explore 3-D shapes: Pattern (1 week) To be able to identify more complex patterns To be able to copy and continue patterns To explore Patterns in the environment	To 20 and beyond (2 weeks) To be able to build numbers beyond 10 (10-13) (14-20) To be able to continue patterns beyond 10 (10-13) (14-20) To be able to verbally count beyond 20 To explore Verbal counting patterns How Many Now? (1 week) To be able to add quantities How many did I add? To be able to Take away How many did I take away? Manipulate, compose and decompose (2 weeks) To select shapes for a purpose To be able to rotate and manipulate shapes To be able to explain shape arrangements To be able to compose and decompose shapes To be able to Copy 2-D shape pictures To be able to Find 2-D shapes within 3-D shapes Sharing and grouping (1 week) To explore sharing and grouping	Sharing and grouping (1 week) To know odd and even numbers To know doubles Number bonds to 5 and 10 (1 week) To know number bonds to 5 and some to 10 Teen numbers and counting beyond 20 (1 week) To be able to recognise teen numbers To be able to count beyond 20 Visualise, build and map (3 weeks) To be able to replicate and build scenes and constructions To be able to visualise from different positions To be able to describe positions To give instructions to build To explore mapping To be able to represent maps with models To create own maps from familiar places and from story situations To be able to identify units of repeating patterns To create and explore own pattern rules Make connections (1 week) Deepen Understanding Making connections Consolidation (3 days)

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General Themes	Magical Me	Fantastic Festivals	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish Splash Splosh!
Computing Our aim is that children leave Pinewood: - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems	To know that information can be retrieved from technological devices and the internet (ongoing) To know how to use the internet, with adult supervision, to find and retrieve relevant information (ongoing) <u>SMART RULES</u> To tell an adult if they see something on a digital device that upsets them To know not to give out any information about themselves To know that not everything they see on the internet is true  The poster is titled 'BE SMART ONLINE' and features six key rules, each with a large letter in a colored circle and an icon. The rules are: 1. SAFE (lock icon): Keep personal information safe. 2. MEET (person icon): Don't meet online friends in person. 3. ACCEPTING (head with question mark icon): Think before clicking. 4. RELIABLE (gears icon): Check information from multiple sources. 5. TELL (people icon): Tell a trusted adult if you're worried. 6. BE SMART WITH A HEART (heart icon): Be kind and respectful. The website www.childnet.com is at the bottom.					

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Understanding the world The Natural World KS1 SCIENCE LINKS	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Know how to explore the natural world around me safely (Forest school, EYFS outdoor area) Know how to talk about some of the things I have observed such as plants, natural and found objects. (learning about our outdoor area environment) Show care for living things and the environment (outside minibeasts and ponds) (pets) Know how to talk about some of the things I have observed in our pets/animals. Discuss their features. To sketch pets Ask questions about animals Compare and talk about the changes in season over time. When is Autumn? What is the weather like? What changes occur?	Know and understand some important processes and changes in the natural world around them, including changing states of matter popcorn Know and understand some important processes and changing states of matter (bread LRH) Know how to talk about some of the things I have observed such as changes with ice in the seasons and ice balloons Compare and talk about the changes in season over time. Winter - When is Winter? What is the weather like? What changes occur?	EAD Focus	Begin to know what a plant needs to grow Know and understand the basic features of a simple life cycle of an animal e.g. egg-chick-hen-egg (duck) Know how to talk about some of the things I have observed around the chicks Know how to talk about some of the things I have observed around the chicks/ducks Use new vocabulary and knowledge to their life cycles Explore the natural world around us making observations and drawing – ask questions pictures of chicks/ducks draw pictures of plants - daffodils Compare and talk about the changes in season over time. Spring -When is Spring? What is the weather like? What changes occur? Know and understand some important processes and changing states of matter (melting chocolate)	Know and describe the habitat of familiar animals Know and understand the basic features of a simple life cycle of an animal e.g. frog spawn- tadpole-froglet -frog. Know and understand the basic features of a simple life cycle of an animal e.g. egg caterpillar chrysalis butterfly Talk about some of the things I have observed such as plants, animals, natural and found objects	Know how to talk about some of the things I have observed – floating and sinking working scientifically Know how to talk about some of the things I have observed-working scientifically with water – Rain cloud in a jar/walking water rainbow Know how to talk about some of the things I have observed – coffee filter paper experiment Know how to talk about ways in which I can look after my environment Know how human actions impact on the environment (rubbish in sea) Know and name body parts/Know where babies come from (PSHE) Compare and talk about the changes in season over time. Summer- When is Summer? What is the weather like? What changes occur?

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Understanding the world Past and Present KS1 HISTORY LINKS	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Know how they have changed since they were born (baby photos) To be able to talk about how they have changed as they have grown Know the names of people who are familiar to them and can describe their role (done through literacy) Know about and discuss past events in their own life and/or in the lives of family members	Know some facts about events or people from the past that they recall from stories they have read/heard (Guy Fawkes through Literacy) Know and talk about significant events, from their own experience with increased vocab (their own experience of Bonfire Night) To develop an understanding of past events and how people are remembered (Remembrance day)	EAD focus	Talk about the lives of the people around them and their roles in society (links to farmers before the farm)	See following page	Explore similarities and differences between things in the past and present (Transport on land) Explore similarities and differences between things in the past and present (Transport in the air) Explore similarities and differences between things in the past and present (Transport on sea)

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Understanding the world People, Culture and Communities KS1 GEOGRAPHY LINKS	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Know about the features of their own immediate environment at a simple level (classroom) Know and discuss their immediate environment (Classroom: inside and out) Know about places in school Know that a simple map can give me information (classroom) Know about places in school	Know about places in and around school Know that we live in Arnold a part of Nottingham Know that a simple map can give me information (forest school)	EAD focus	Know that a simple map can give me information (White Post farm map)	Know and describe the habitat of frogs (Linked to life cycle of a Frog: Our pond) Know and describe the habitat of farm animals (Linked to White Post farm visit) Know some similarities and differences between contrasting environments: Frog and Farm animal habitats Know and describe the habitat of mini beasts (linked to Forest School and bug hotel)	Talk about life in the UK and other countries: Life in our country (UK Focus) What is it like here? Identify similarities and differences (homes, food, weather, school, animals) through talk Talk about life in the UK and other countries: Life in a hot country (Africa Focus) A different place Identify similarities and differences (homes, food, weather, school, animals) Talk about life in the UK and other countries: Life in a cold country Identify similarities and differences (homes, food, weather, school, animals) Talk about life in the UK and other countries Comparing daily life (recap all countries explored) Identify similarities and differences

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General Themes	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures,</i> <i>Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> <i>Ongoing: Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings Know how to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</i> <i>Know how to join construction pieces together to build and balance</i> <i>Know how to choose the right resources to carry out a task/plan</i> <i>Know the different techniques for joining materials, such as using tape, glue</i> <i>Know how to make use of props and materials when role playing characters in narratives and stories.</i>	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Know how to draw a picture of a person with definite, clear features and body parts Know how to use chalks and crayons to make marks and patterns Know that I can use lines to enclose a space, and then begin to use these shapes to represent objects: sketching a pet	Know about a famous artist and my likes and dislikes & know how to produce a piece of artwork using an artist's style as a stimulus (Cai Guo Qiang) Begin to know how mixing colours can change a colour Know how to use a variety of tools when painting e.g. brush, sponges, fingers, hands, sticks, rollers: (to produce a firework painting) Know to experiment using paint to produce a Christmas card Know to experiment using paint to produce a Christmas present	Know how to produce a piece of artwork using an artist's style as a stimulus (whole school) Know about a famous artist and my likes and dislikes	Know how to experiment with printing using paint and fingers Know how to experiment with printing using natural objects Know how to experiment with printing using objects found in the classroom Know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing) Know how to draw a flower/plant	Know about a local artist (Anna Collette Hunt) Sketch a butterfly Know how to make a 3d sculpture of a minibeast using clay Explore colour mixing Know how to produce a piece of artwork using an artist's style as a stimulus (Anna Collette-Hunt) Painting the butterfly	Create a 3D backdrop for a sea scene Draw, colour and cut accurately Make a sliding part Add 3D texture to a creation (sand/shells/seaweed) Evaluate our artwork

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
 Music (part of EAD) <i>Singing happens daily and we use songs for everything! The hello and goodbye song, the weather song, days of the week song, phonics and math, to name a few!</i> <i>We regularly sing nursery rhymes and learn new songs links to our themes of learning</i> <i>Instruments are available to use every day in the outdoor area</i> <i>We have a whole school song of the week and we discuss the artists and how the song makes us feel</i>	The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Listen to the words of the song, joining in with actions. Describe the character of the song. Recognise emotion/feeling in music and describe it in words or movement.	Know an increasing repertoire of familiar songs	Know an increasing repertoire of familiar songs Know how to play along to the steady beat of a song they are singing or music they are listening to Know how to engage in music making and dance, performing solo or in groups	Know an increasing repertoire of familiar songs Know how to engage in music making and dance, performing solo or in groups	Listen and talk about different pieces of music. Sing in waltz time. Perform actions to go with a song. Perform the song as a clapping game with a partner. Make up a three-beat body percussion pattern. Perform a made up three-beat body percussion pattern to a steady beat. Explore and create sounds using instruments and body percussion Listen and respond to changes in music Explore rhythm, space and expressive movement	Learn a song inspired by sea creatures and take turns singing Make a sea-themed soundscape using vocal and body percussion sounds. Explore the term ‘call-and-response’ through singing Complete warm-up activities inspired by the sea. Explore call and response Make up a sea-themed soundscape using percussion instruments and perform it with the song. Listen to music and respond through movement e.g. with higher/lower, faster/slower movements. Make up new song lyrics. Choose actions and props to go with the new lyrics.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<u>Forest School</u> 	Explore the natural world around them, making observations Know how to show care and concern for living things and the environment Know how to describe what I see, hear and feel whilst outside. Know and understand some important processes and changes in the natural world around them, including the seasons: Autumn Know about places in and around school (home/school) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Know and understand some important processes and changes in the natural world around them, including the seasons: Winter Know about the features of their own immediate environment at a simple level Know how familiar environments might vary from one another	Know and understand some important processes and changes in the natural world around them, including the seasons: Spring Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	Know how to talk about some of the things I have observed such as plants, animals, natural and found objects. Know how to explore the natural world around me Know what a plant needs to grow (Grow our own plants linked to Jack and the Beanstalk) Draw pictures of plants Know and start to develop an understanding of growth, decay and changes over time. Know how to show care and concern for living things and the environment Know and understand the key features of the life cycle of an animal :Frogs in our school pond Know and discuss their local environment	Know how to show care and concern for living things and the environment Know and describe similarities and differences in relation to living things know and describe the habitat of familiar animals Know and understand the key features of the life cycle of a butterfly Explore the natural world around them, making observations and drawing pictures of animals and plants Know and discuss their local environment Know why things occur in their immediate environment	Know how to talk about ways in which I can look after my environment know how human actions impact on the environment. Know and understand some important processes and changes in the natural world around them, including the seasons: +Summer

Reception Curriculum Plan 2026-2027

Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

 Communication and Language	 Personal, social, emotional development	 Physical Development	 Literacy	 Maths	 Understanding the World	 Expressive arts and design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.