| Reception<br>Curriculum Overview 2026- 2027 | | | | | | |
|---|---|---|---|---|---|---|
| **Gospel Value: The core value explored throughout the year is Kindness** | | | | | | |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Spiritual Education** | **Lighting the Path** | | | | | |
| | **Creation and Covenant**<br><br>God made our beautiful world and everything in it<br>God made me<br>God loves us<br>The whole of creation shows of God's love for us | **Prophecy and Promise**<br><br>Advent – A time to get ready for Christmas<br>The Annunciation<br>The Nativity Celebration<br>Mary had a baby called Jesus<br>Jesus' Birthday | **Galilee to Jerusalem**<br><br>Epiphany<br>Jesus blesses the little children<br>The Feeding of the 5000<br>Called to help the poor and hungry | **Desert to Garden**<br><br>Lent is a time to care for others<br>Signs of Lent<br>Holy Week<br>Jesus died on the cross<br>Jesus rose and we celebrate | **To the Ends of the Earth**<br><br>Jesus returns to his Father<br>The Story of Pentecost<br>The Holy Spirit is our friend | **Dialogue and Encounter**<br><br>The Feast of St Peter and Paul<br>Exploring Faiths – similarities and differences<br>What does it mean to be a good neighbour |
| | **New Year Mass Mary**<br>**Stay and Pray the Rosary** | **Mass: Remembrance/All Souls**<br>**Advent Mass and Reflection** | **Ash Wednesday Liturgy**<br>**Lenten Reflection**<br>**Mass in Holy Week** | | **Share and Shine**<br>**Stay and Pray the Rosary** | **Mass: The Feast of St John Fisher**<br>**Mass: Leavers** |
| **Moral Education** | **Activists for Christ in response to Laudato Si - Recognise right and wrong and respond to Moral Issues.** | | | | | |
| | How can we keep the classroom tidy?<br>Class Rules<br>E-Safety week<br>Black History Month | Assembly themes<br>Anti-Bullying week<br>Remembrance Reflection<br>Class Charity Francis House | Assembly themes focus on saying sorry and forgiveness during the season of Lent<br>Teaching morals through story | | Refugee Week | |
| **Social Education** | **Catholic Social Teaching/ Activists for Christ in response to Laudato Si**<br>**Use a range of social skills; participate in the local community; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.** | | | | | |
| | School Council Elections Interfaith Week<br>Class Rules<br>Class Charity Day<br>Gardeners and Seeds visit to Church<br>CAFOD Fundraising | | Supporting Charitable works – St Joseph's Penny<br>Enterprise Fundraising for Local Hospice<br>Gardeners and Seeds share stories | | Mission Together – Day of Many Colours<br>Gardeners and Seeds working together in Provision | |
| **Cultural Education** | **Yahweh God took the man and settled him in the garden of Eden to cultivate and take care of it. Genesis 2:15**<br>**Develop an understanding of Catholic Culture and Cultural Capital-Appreciate cultural influences; participate in cultural opportunities; understand, accept, respect and celebrate diversity.** | | | | | |
| | World Poetry Day<br>Black History Month | Interfaith Week<br>Stories from other cultures<br>Nativity Play | Epiphany Celebration<br>World Book Day<br>Little Play Town | | Created to live in Community (RSE)<br>Blue Planet | |
| **RSE/PHSE Education** | **Life to the Full** | | | | | |
| | **Module 1: Created and Loved by God** | | | **Module 2: Created to Love Others** | | **Module 3: Created to Live in the Community** |
| | **Unit 1**<br>**Religious Understanding** | **Unit 2**<br>**Me, My Body, My Health** | **Unit 3**<br>**Emotional Well-Being** | **Unit 4**<br>**Life Cycles** | **Unit 1**<br>**Religious Understanding** | **Unit 2**<br>**Personal Relationships** | **Unit 3 Life Online** | **Unit 4**<br>**Keeping Safe** | **Unit 1**<br>**Religious Understanding** | **Unit 2**<br>**Living in the Wider World** |
| | **Story Sessions:**<br>Handmade with Love | I Am Me<br>Head, Shoulders, Knees and Toes<br>Ready Teddy? | I Like, You Like, We all Like!<br>All the Feelings!<br>Let's Get Real | Growing Up<br>New People, New Places | Role Model | Who's Who?<br>You've Got a Friend in Me<br>Forever Friends | What is the internet?<br>Playing Online | Safe Inside and Out<br>My Body My Rules<br>Feeling Poorly<br>People Who Help Us | God is love<br>Loving God, Loving Others | Me, You, Us<br>When I Grow Up<br>Money Doesn't Grow On Trees |

| Reception<br>Curriculum Overview 2026-2027 | | | | | | |
|---|---|---|---|---|---|---|
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths** | **Block 1** – Number & geometry<br>Match, Sort & Compare<br><br>**Block 2** – Measure<br>Talk About Measure & Patterns<br><br>**Block 3** – Number<br>It's Me 1, 2, 3<br>Subitising, Representing & Composition of numbers to 3) | **Block 4** – Geometry<br>Circles & Triangles<br><br>**Block 5** – Number<br>1, 2, 3, 4, 5<br>(Subitising, Representing & Composition of numbers to 5)<br><br>**Block 6** – Geometry<br>Shapes With 4 Sides | **Block 1** – Number:<br>Alive in 5<br>(Subitising, Representing & Composition of numbers 0 to 5 and finding 1 more and 1 less)<br><br>**Block 2** – Measure:<br>Mass & Capacity<br><br>**Block 3** – Number:<br>Growing 6, 7, 8<br>(Representing & Composition of numbers 6 to 8, finding 1 more and 1 less and making doubles) | **Block 4** – Measure:<br>Length, Height & Time<br><br>**Block 5** – Number:<br>Building 9 & 10<br>(Representing & Composition of numbers 9 to 10, finding 1 more and 1 less and understanding bonds to 10)<br><br>**Block 6** – Geometry<br>Explore 3-D Shapes | **Block 1** – Number:<br>To 20 & Beyond<br>(Build numbers and patterns beyond 10. Counting to and beyond 20)<br><br>**Block 2** – Number:<br>Counting – How Many Now?<br>(Developing understanding of addition and subtraction)<br><br>**Block 3** – Geometry:<br>Manipulate, Compose & Decompose<br>(Select and explore 2-D shapes by their properties) | **Block 4** – Number:<br>Sharing & Grouping<br>(Develop early understanding of multiplication & Division. Odd and even numbers and building doubles)<br><br>**Block 5** – Number, Shape & Measurement:<br>Visualise, Build & Map<br>(Develop understanding of patterns and position)<br><br>**Block 6** – Number:<br>Make Connections<br>(Link understanding of number with the wider world) |
| | **Mental Maths & Fluency**<br>Number recognise 1-5<br>Count on/back to 5 | **Mental Maths & Fluency**<br>Number recognise 1-5<br>Counting on/back to 5<br>Finding 1 more & 1 less<br>Days of the week<br>Months of the year | **Mental Maths & Fluency**<br>Count on/back to 10<br>Number bonds to 5 | **Mental Maths & Fluency**<br>Count on/back to 10<br>Number bonds to 10<br>Addition & Subtraction of numbers up to 10<br>Name 2D & 3D shapes | **Mental Maths & Fluency**<br>Pattern making<br>Number recognition 1-20 | **Mental Maths & Fluency**<br>Number recognition 1-20<br>Addition & Subtraction of numbers up to 10<br>Doubling & Halving in equal groups<br>Sharing between groups of 3 & 4<br>Odd and even numbers |

# Reception
## Curriculum Overview 2026-2027

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Literacy**<br>***Word Reading***<br>***Writing*** | Wellcomm (Assessment)<br>Pencil control<br>Mark making<br>Writing labels<br>Name Writing<br>RWI Set One Phonics | Wellcomm activities<br>Letter formation/Mark making - provision<br>RWI set 1 sounds<br>Write initial sounds<br>Reading green/red words<br>Shared / Guided reading<br>Writing cards<br>Writing labels<br>Copying/writing words and sentences. | Wellcomm activities<br>Letter formation<br>RWI set 1 sounds<br>Reading green/red words<br>Reading ditties<br>Shared/Guided reading<br>Copying and writing words and sentences<br>Writing and Spelling Tricky Words | Wellcomm activities<br>Letter formation.<br>RWI set 1 and 2 sounds<br>Reading green/red words<br>Reading ditties<br>Shared / Guided reading.<br>Writing words/ sentences<br>Writing and Spelling Tricky Words<br>World Book Day | Wellcomm activities<br>Letter formation<br>RWI set 1 and 2 sounds<br>Reading green/red words<br>Reading ditties / Set 1 Story books.<br>Shared/Guided reading<br>Writing words/sentences.<br>Writing stories<br>Writing and Spelling Tricky Words | Wellcomm activities<br>Letter formation<br>RWI set 1 and 2 sounds.<br>Reading green/red words.<br>Reading ditties / Set 1 Story books.<br>Shared / Guided reading<br>Writing words/sentences<br>Writing stories |
| **Communication and Language**<br>***Listening, Attention and Understanding, Speaking, Wellcomm*** | Language Rich Environment<br>Role Play - Topics<br>Story Time – listen and respond<br>Quality Texts<br>Wellcomm activities<br>Blank level questioning activities<br>Shared Reading – How to handle a Book<br>Nursery Rhymes<br>Modelling telling stories<br>Introducing Tales Tool Kit<br>National Poetry Day –Ourselves Poem | Language Rich Environment<br>Role Play - Topics<br>Story Time – listen and respond<br>Quality Texts<br>Wellcomm activities<br>Blank level questioning activities<br>Shared / Guided reading<br>Nursery Rhymes<br>Modelling telling stories.<br>Introducing Tales Tool Kit<br>Tales Tool Kit –Own story/ retelling<br>Nativity | Language Rich Environment<br>Role Play - Topics<br>Story Time – listen and respond<br>Quality Texts<br>Wellcomm activities<br>Blank level questioning activities<br>Shared / Guided reading<br>Nursery Rhymes<br>Modelling telling stories.<br>Introducing Tales Tool Kit<br>Tales Tool Kit –Own story/ retelling | Language Rich Environment<br>Role Play - Topics<br>Story Time – listen and respond<br>Quality Texts<br>Wellcomm activities<br>Blank level questioning activities<br>Shared / Guided reading<br>Nursery Rhymes<br>Modelling telling stories.<br>Introducing Tales Tool Kit<br>Tales Tool Kit –Own story/ retelling | Language Rich Environment<br>Role Play - Topics<br>Story Time – listen and respond<br>Quality Texts<br>Wellcomm activities<br>Blank level questioning activities<br>Shared / Guided reading<br>Nursery Rhymes<br>Modelling telling stories.<br>Introducing Tales Tool Kit<br>Tales Tool Kit –Own story/ retelling | Language Rich Environment<br>Role Play - Topics<br>Story Time – listen and respond<br>Quality Texts<br>Wellcomm activities<br>Blank level questioning activities<br>Shared / Guided reading<br>Nursery Rhymes<br>Modelling telling stories.<br>Introducing Tales Tool Kit<br>Tales Tool Kit –Own story/ retelling |
| | **My Home and Family** | **Hot and Cold Places** / **Christmas** | **Dinosaurs** | **Once Upon a Time** | **Happily Ever After** / **Careers** | **Minibeasts** | **Under The Sea** |
| | **Key Texts -Fiction:**<br>Owl Babies – Martin Waddell<br>Peace at Last – Julia Donaldson<br>Kipper's New Pet – Mick Inkpen<br>A Squash and a Squeeze – Julia Donaldson<br>So Much - Trish Cooke - Black History Month | **Key Texts -Fiction:**<br>Handa's Surprise<br>The snail and the whale<br>Non-Fiction Animals in Cold Places<br>Dear Santa<br>The Christmas Story | **Key Texts - Fiction:**<br>Harry and the bucketful of Dinosaurs | **Key Texts -Fiction:**<br>Jack and the Beanstalk<br>Goldilocks and the Three Bears<br>Little Red Riding Hood | **Key Texts -Fiction:**<br>Cinderella<br>Princess and the Pea<br>The Frog Prince | **Key Texts -Fiction:**<br>The Very Hungry Caterpillar<br>Superworm | **Key Texts -Fiction:**<br>Storm Whale<br>Sharing a Shell – Julia Donaldson<br>Rainbow Fish |
| | **Additional Texts:**<br>Just One of those days – Jill Murphy<br>Farmer Duck – Martin Waddell | **Additional Texts:**<br>Walking through the Jungle<br>The Emperor's Egg- Martin Jenkins | **Additional Texts:**<br>Dinosaurs love Underpants | **Additional Texts:**<br>Three Billy Goats Gruff<br>The Three Little Pigs | **Additional Texts:**<br>Sleeping Beauty<br>Snow White<br>Rapunzel | **Additional Texts:**<br>What the Ladybird heard – Julia Donaldson | **Additional Texts:**<br>Commotion in the Ocean |
| | **Key Texts -Non-Fiction:**<br>My Body (non-fiction) | **Key Texts - Non-Fiction:**<br>Lost and Found – Oliver Jeffers | **Key Texts: Non-Fiction:**<br>I like dinosaurs | **Key Texts -Non-Fiction:**<br>Animals that live in the woods | **Key Non-Fiction:**<br>Prince William<br>Princess Kate<br>King Charles<br>When I grow up | **Key Non-Fiction:**<br>Minibeasts | **Key Non-Fiction:**<br>The Seaside<br>Sea Creatures |

| Reception<br>Curriculum Overview 2026-2027 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| | **My Home and Family** | **Hot and Cold Places** | **Christmas** | **Dinosaurs** | **Once Upon a Time** | **Happily Ever After** | **Careers** | **Mini Beasts** | **Under the Sea** |
| **Understanding the World**<br>***The Natural World (Science)***<br><br>***Past and Present (History)***<br><br>***People, Culture, Communities (Geography)*** | The 5 senses<br>Naming body parts<br>Families<br>Home<br>Pets or farm animals<br>Growing up<br>The school family<br>Where I live<br>Local area<br>Black History Month author – Trish Cooke-<br>Forest School | Hot places:<br>Clothing ,food and animals in hot places<br>Hot places on a map<br>Cold places:<br>Clothing ,food and animals in cold places<br>Cold places on a map<br><br>Forest School | | Finding out about dinosaurs in books, watching video clips, about Herbivores and carnivores<br>Dinosaurs lived long ago<br>What is a paleontologist?<br>Water into ice<br>Forest School | Features of traditional tales Boarshaw Clough<br>Animals found in Boarshaw Clough<br>Night and Day-nocturnal animals<br>Parts of a plant<br>What plants need<br>Naming flowers<br>Forest School | Features of Fairy Stories King Charles and the Royal Family<br>The life cycle of a frog | I can name some different jobs<br>I know that doctors and nurses look after us when we are unwell<br>I know that police officers and firefighters look after us<br>I know that both boys and girls can be builders<br>Forest School | Minibeasts<br>butterflies<br>ladybirds<br>caterpillars<br>Life cycle of a butterfly<br><br>Forest School | The seaside<br>Staying safe near the water<br>Animals that live on land<br>Animals that live under water<br>Features of a sea creature<br>How plastic is causing harm to sea life and how I can help to stop this<br>Floating and sinking<br>Forest School |
| **Career Related Learning**<br>**Trips and Visitors** | CAFOD | Inter-faith Week Visitor to school<br>Gardeners and Seeds walk to church | | | | | A visit to Little Toy Town<br>Career's Day Visitors | A Bug Hunt | Blue Planet |
| **Outdoor Classroom** | English – Mark making / reading area/ literacy activities<br>Mathematics – Maths activities<br>Role play – Nursery Rhyme performances<br>Small world -<br>Autumn 1 – Doll House Farm Setting<br>Autumn 2 – Hot and Cold Places Christmas<br>Physical - construction site, den, hula hoops, skipping ropes<br>Malleable – sand/water/shaving foam<br>Music - Musical instruments<br><br>Activities depend on children's interests on that day. Gross motor activities: ribbon dance etc.<br>Exploration. Changing Colours/Leaves Cold Frosty Days<br>Auntumn and winter walk<br>Forest School | | | English – Mark making / reading area/ literacy activities<br>Mathematics – Maths activities<br>Role play – Spring 1 & 2 – Tales Toolkit story telling<br>Small world -<br>Spring 1 – Dinosaurs/Little Red Riding Hood Traditional Tales<br>Spring 2 –– Fairy Stories Kingdoms/Palaces Jobs<br>Physical - construction site, den, hula hoops, skipping ropes<br>Malleable – sand/water/shaving foam<br>Music - Musical instruments<br><br>Outdoor Learning<br>Activities depend on children's interests on that day.<br>Building bridges and ramps.<br>Spring Warmer Days<br>Spring walk<br>Forest School | | | | English – Mark making / reading area/ literacy activities<br>Mathematics – Maths activities<br>Role play – Summer 1 & 2 – Tales Toolkit story telling<br>Small world<br>Summer 1 –Mini Beasts<br>Summer 2 – Sea Creatures Seaside<br>Physical - construction site, den, hula hoops, skipping ropes<br>Malleable – sand/water<br>Music - Musical instruments<br>Outdoor learning<br>Activities depend on children's interests on that day.<br>Identification – Insects and trees.<br>Seasons – Hot Summer Days<br>Summer walk<br>Forest School | |
| **Expressive Art and Design** | Cutting out puppets for role playing -Myself<br>Colour mixing – feelings<br>Nursery Rhymes<br>Role Play<br>Poetry Performance<br>Self Portraits – Painting<br>Junk Modelling – Classroom<br>Make mini-me's<br>Go noodle – tap and clap to the rhythm | Role Playing- Quality Text<br>Christmas Cards<br>Nativity Performance<br>Puppet making<br>Cutting and Pasting Story Maps<br>Advent Promise – Salt Dough<br>Cutting, gluing and sticking<br>Exploring a variety of materials including play dough<br>Go noodle – tap and clap to the rhythm<br>Artist in School<br>Art Activity – Interfaith Week | | Dinosaur Den -role play<br>Make dinosaur model with natural and man-made materials<br>Role Play<br>Paleontologist<br>Enterprise Sales<br>Go noodle – tap and clap to the rhythm<br>Sparkyard – musical patterns and performing | Traditional tales dressing up<br>Making Porridge<br>Planting Seeds<br>Fantasy small world | Fairy Stories dressing up and role play<br>Making crowns and invitations<br>Designing Shoes – Cinderella<br>Castles and palaces junk modelling | Drawing and sketching people at work | Share and Shine<br>Mini beast role play<br>Making mini beast bug hotels/<br>Minibeast life cycle<br>Mini beast small world<br>Variety of making mini-beast activities<br>Mrs. Walsh Music - untuned percussion | Under the Sea role play<br>Making an aquarium using collage materials<br>Under the sea small world<br>Pirates/Mermaids dress up<br>Small World<br>Mrs. Walsh Music - untuned percussion |

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|---|---|---|---|---|---|---|
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Physical Development**<br><br>***Gross Motor Skills***<br>***Fine Motor Skills*** | **Examples of Gross Motor Skills:**<br>Football Skills<br>Ball Skills kicking/receiving<br>Develop spatial awareness<br>Moving energetically<br>Examples of Fine Motor Skills:<br>Dough Disco<br>Pen Disco<br>Threading<br>Dancing<br>Go Noodle<br>Forest School | **Examples of Gross Motor Skills:**<br>Gymnastics Stretching, taking weight on different body parts<br>Dance<br>Develop spatial awareness<br>Moving energetically<br>Examples of Fine Motor Skills:<br>Dough Disco<br>Pen Disco<br>Threading<br>Go Noodle<br>Forest School | **Examples of Gross Motor Skills:**<br>Basketball<br>Ball skills - throwing / catching bean bags<br>Develop spatial awareness<br>Moving energetically<br>Examples of Fine Motor Skills:<br>Dough Disco<br>Pen Disco<br>Threading<br>Go Noodle<br>Forest School | **Examples of Gross Motor Skills:**<br>Tennis<br>Bean bags aiming / throwing<br>Develop spatial awareness<br>Moving energetically<br><br>Examples of Fine Motor Skills:<br>Dough Disco<br>Pen Disco<br>Threading<br>Go Noodle<br>Forest School | **Examples of Gross Motor Skills:**<br>Cricket<br>Bat and Ball (bean bag) skills Catching and Throwing<br>Parachute games<br>Develop spatial awareness<br>Moving energetically<br>Examples of Fine Motor Skills:<br>Dough Disco<br>Pen Disco<br>Threading<br>Go Noodle<br>Forest School | **Examples of Gross Motor Skills:**<br>Athletics –running, jumping, aiming<br>Team Games<br>Develop spatial awareness<br>Moving energetically<br><br>Examples of Fine Motor Skills:<br>Dough Disco<br>Pen Disco<br>Threading<br>Go Noodle<br>Forest School |
| **Personal, social and emotional development**<br><br>***Self-Regulation***<br>***Managing self***<br>***Building Relationships***<br>***(Also See RSE)*** | **Continuous throughout the year in addition to RSE/PHSE**<br>**Examples of Early Learning Goals:**<br>Rules and routines.<br>Making friends<br>Being special<br>Sharing and taking turns<br>Understanding of own and others feelings<br>Not giving up<br>Know right from wrong<br>Washing and teeth cleaning | | | | | |
| **Big Questions** | Why am I special? | Why has God made us different? | Where have the dinosaurs gone? | Why did Goldilocks go into the house? | Why are mini-beasts important? | How do we look after God's world? |