

Roberts Primary School

Reception Curriculum 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Robert's Primary School's long-term plan displays a progression of knowledge and skills throughout the year. Outcomes for knowledge are taken from the Educational Programmes stated in the Statutory Framework for EYFS. Progression from Reception, into Year 1 and beyond have been considered when planning overviews to ensure curriculum coverage and to ensure that each child thrives on their individual learning journey. Adaptations will be made to the curriculum to meet learners needs.					
Term dates	1 st September – 24 th October 2025 (7 weeks for Reception)	3 rd November – 19 th December 2025 (7 weeks)	5 th January – 13 th February 2026 (6 weeks)	23 rd February – 27 th March 2026 (5 weeks)	13 th April – 22 nd May 2026 (6 weeks) (May Day)	1 st June – 20 th July (7 weeks)
Learning Themes	All About Me Traditions and celebrations: <i>Autumn – 22.9.25 Harvest, Diwali – 20.10.25</i>	All Around Me Traditions and celebrations: <i>Remembrance Day – 11.11.26, Children in Need – 14.11.25, Hannukah – 20.12.25, Christmas – 25.12.25</i>	Places I go Traditions and celebrations: <i>Christmas Reflections, New Year Resolutions, Chinese New Year – 17.2.25 Shrove Tuesday – 17.2.26</i>	Wildlife Wonders Traditions and celebrations <i>Ramadan – 17.2.26-18.3.26, Holy (Hindu – Festival of Colours) – 4.3.26, Mother's Day – 15.3.26, Eid – 19.3.26, Spring – 20.3.26, Earth Hour – 28.3.26 and Easter Sunday – 5.4.26</i>	All around our world Traditions and celebrations <i>May Day – 4.5.26 Shavuot (Jewish Holiday) – 21.5.26-23-5-26 Eid-Al-Adha – 26.5.26</i>	Growing Up and Moving On! Traditions and celebrations <i>Summer – 20.6.26 Father's Day – 21.6.26</i>
Key Enquiry Questions	<u>Personal information:</u> What is my name? How old am I? What do I look like? Who do I live with? <u>Favourites:</u> What is my favourite colour, animal, food, toy...? <u>Family and friends:</u> Who do I live with? Who do I play with? <u>Feelings:</u> What makes me happy, scared, sad, excited, worried...?	<u>My surroundings:</u> Where am I? What can I see? What can I hear? What can I do? Who helps me? <u>Rules and expectations:</u> How do I move around my classroom? How do I move around outdoors? What are the rules? How do I use the resources?	<u>My home and school:</u> Where do I live? What can I see? Where is my school? What do I see on my way to school? <u>Places I go:</u> What do I go with my family? What do I see?	<u>Minibeasts</u> Who lives in my garden? Where are they hiding? What are they called? What do they look like? What do they eat? <u>Farm Animals</u> Who lives on a farm? What noises do they make? What do they look like? What is my baby called? <u>Zoo Animals</u> Who do you find at the zoo? What do they look like? What do they eat? Where do they live in the zoo? Who looks after them?	<u>My country</u> What country do I live in? Do I live in a town, city or countryside? <u>My World</u> What does the world look like? What has the world got?	<u>Plants</u> What is a plant? What do they look like? What do plants need to grow? How can we care for plants? <u>Life cycles</u> What is a life cycle? How does a caterpillar grow? <u>Transport</u> How can I travel? What types of transport do I know? Which type of transport will get me to...? <u>Journeys</u> What is a journey? How to I get to...? What has been my journey? Where am I moving to?

Roberts Primary School

Reception Curriculum 2025-2026

	Prime Area - Communication and Language					
Educational Programme for Communication and Language	Communication and language is developed and supported through high quality, skilful interactions between adults and children, through the language rich learning environment, through the frequent stories and books that children hear and enjoy and through engaging experiences and investigations which promote the acquisition and understanding of a rich range of vocabulary and language structures.					
	<ul style="list-style-type: none"> • Listens and responds to directions and instructions, e.g. Collect up all the blocks. • Understanding the need to look at the person they are communicating with. • Listens to others in small groups in conversations that interest them. • Listen carefully to rhymes and songs, paying attention to how they sound • Engages in non-fiction books • Begins to understand how to listen carefully in larger group situations. • Shows some understanding of how and why questions. • Joins in with conversations in small groups. • Engages in story times. • Anticipates key events and phrases in stories. • Uses vocabulary that reflects the breadth of their experience. 	<ul style="list-style-type: none"> • Listens and responds to more complex directions and instructions e.g. Clean off your board and put it into the box. • Understanding the need to turn and face the person they are speaking with. • Understands how to be a listener. • Listens and joins in with conversations with peers and adults. • Develop social phrases. • Understands and begins to use new vocabulary in conversation with adults. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences • Listen carefully to rhymes and songs, paying attention to how they sound • Shows an interest in non-fiction books. 	<ul style="list-style-type: none"> • Understands the need to turn to the person they are talking with. • Understands how to be listener. • Understands the importance of turn taking in conversations. • Begins to show variability in listening behaviour, e.g. move around but still listening. • Listen to and talk about stories to build familiarity and understanding. • Learn and understand New vocabulary. • Use new vocabulary through the day. • Connect one idea or action to another using connectives. • Describe events in some detail. • Learn rhymes, poems, and songs. • Engage in non-fiction books. • Listen carefully to rhymes and songs, paying attention to how they sound • Begins to understand complex sentence structures including negatives, plurals and tense markers. <ul style="list-style-type: none"> • Answers simple questions about non-fiction books. 	<ul style="list-style-type: none"> • Understands the need to turn to the person they are talking with. • Understands how to be listener. • Understands the importance of turn taking in conversations. • Begins to pay attention to something of interest for short and sustained periods of time. • Begins to listen and do for short periods of time. • Listen to and talks confidently about stories to building familiarity and understanding. • Is beginning to understand humour e.g. nonsense, rhymes and jokes. • Learns and understand new vocabulary. • Use new vocabulary in different contexts. • Begins to listens and responds to ideas expressed by others in conversation or discussion. • Use talk to help work out problems and organise thinking and activities. • Explain how things work and why they might happen • Learn rhymes, poems, and songs. • Talks about and answers questions about non-fiction books showing an understanding of new vocabulary. 	<ul style="list-style-type: none"> • Pays attention to something of interest for short and sustained periods of time. • Begins to listen and do for short periods of time. • Understands a range of complex sentence structures including negatives, plurals and tense markers. • Listens and responds to ideas expressed by others in conversation or discussion. • Thinks about questions before answering. • Understands questions such as who, why, when, where and how. • Extends vocabulary, especially by grouping, naming and exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and play situations. • Begins to link statements to main theme or intention. <ul style="list-style-type: none"> • Begins to use talk to organise, 	<ul style="list-style-type: none"> • Pays attention to something of interest for sustained periods of time. • Can listen and do for longer periods of time. • Understands and uses a range of complex sentence structures including negatives, plurals and tense markers. • Listens and responds to ideas expressed by others in conversation or discussion using acquired knowledge and vocabulary. • Thinks carefully about questions before answering. • Understands questions such as who, why, when, where and how. • Follows a story without pictures and props. • Extends vocabulary, especially by grouping, naming and exploring the meaning and sounds of new words. • Uses newly acquired language and vocabulary when imagining

Roberts Primary School

Reception Curriculum

2025-2026

	Prime Area - Personal, Social and Emotional Development					
PSED Educational Programme	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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Personal, Social and Emotional Development Reception Development Matters Statement					
P.S.H.E. <i>(Jigsaw)</i>	Being me in my world (Rule of Law)	Celebrating differences (Tolerance)	Dreams and Goals (Democracy)	Healthy Me (Individual Liberty)	Relationships (Mutual Respect)	Changing Me (Mutual Respect)

Roberts Primary School

Reception Curriculum 2025-2026

	<p>Making relationships</p> <ul style="list-style-type: none"> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Uses their experiences of adult behaviours to guide their social relationships and interactions <p>Sense of Self</p> <ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Enjoys a sense of belonging through being involved in daily tasks <p>Understanding Emotions</p> <ul style="list-style-type: none"> Following rules and routines Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants Manage their own needs. - Personal hygiene 	<p>Making relationships</p> <ul style="list-style-type: none"> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers <p>Sense of Self</p> <ul style="list-style-type: none"> Enjoys a sense of belonging through being involved in daily tasks <p>Understanding Emotions</p> <ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Manage their own needs. - Personal hygiene 	<p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours <p>Sense of Self</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about their own home and community Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group <p>Understanding Emotions</p> <ul style="list-style-type: none"> Understands their own and other people's feelings, offering empathy and comfort Talks about their own and others' feelings and behaviour and its consequences Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Identify and moderate their own feelings socially and emotionally 	<p>Making relationships</p> <ul style="list-style-type: none"> Is becoming more socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <p>Sense of self</p> <ul style="list-style-type: none"> Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Understanding Emotions</p> <ul style="list-style-type: none"> Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Seeks support, "emotional refuelling" and practical help in new or challenging situations. Understand their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <p>Sense of Self</p> <ul style="list-style-type: none"> Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms <p>Understanding Emotions</p> <ul style="list-style-type: none"> Is aware of behavioural expectations and sensitive to ideas of justice and fairness Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise Understand their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Think about the perspectives of others. 	<p>Building relationships</p> <ul style="list-style-type: none"> 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. <p>Managing self</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
--	--	---	--	--	--	--




Roberts Primary School

Reception Curriculum 2025-2026

	Prime Area - Physical Development					
Educational Programme for Physical Development	<p>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 wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p>					
	<ul style="list-style-type: none"> Develops core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develops upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. Practise crossing the midline to help the two sides of the brain communicate with each other to build essential pathways for learning. Develop Bi-Lateral Coordination - Symmetrical Movements where both sides of the body are doing the same thing at the same time Uses small apparatus safely indoors and outside, alone and in a group. Moves energetically, such as running, jumping, dancing, Develop Finger Isolation and Finger Strength to support fine motor control and dexterity Develop Wrist Mobility to allow the fingers to be flexible and strong and provide stability to the hands and finger for fine motor control. Holds pencil/crayon/ to make marks 	<ul style="list-style-type: none"> Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. Continues to develop Bi-Lateral Co-ordination – Symmetrical movements. Develop Bi- Lateral Coordination - Alternating Movements Uses a range of large and small apparatus indoors and outside, alone and in a group. Move energetically, such as running, jumping, dancing, use a range of small tools, including scissors, paintbrushes, and cutlery with some control. Hold a pencil to make anticlockwise movements and retrace vertical lines showing a preference for a dominant hand. 	<ul style="list-style-type: none"> Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. Continues to develop Bi-Lateral Coordination - Alternating Movements Each hand or foot works in turn one after the other Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Gains greater control when using small tools, including scissors, paintbrushes, and cutlery. Begin to develop the Pincer Grip to hold small objects between the thumb and index finger. 	<ul style="list-style-type: none"> Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. Continues to develop Bi-Lateral Co-ordination - Alternating Movements Each Develop Bi-Lateral Coordination Different Movements Each side of the body is doing something different in a coordinated way Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Continues to gain greater control when using small tools, including scissors, paintbrushes, and cutlery. Continues to develop pincer grip in preparation for tripod grip. 	<ul style="list-style-type: none"> Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Displays Bi-Lateral Coordination in Symmetrical, Alternating and Different Movements Displays coordination and spatial awareness in energetic movements, such as running, jumping, dancing, hopping, skipping, and climbing. Selects and uses a range of small tools effectively. Begins to use the tripod grip. 	<ul style="list-style-type: none"> Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Displays Bi-Lateral Coordination in Symmetrical, Alternating and Different Movements Displays coordination and spatial awareness in energetic movements, such as running, jumping, dancing, hopping, skipping, and climbing. 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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Selects and uses a range of small tools effectively for a purpose. Begin to show accuracy and care when drawing.

Roberts Primary School

Reception Curriculum 2025-2026

	Specific Area - Literacy																																																																																																									
Educational Programme for Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).																																																																																																									
Phonics	<div><div></div><div>We are following the ‘Little Wandle’ letters and sounds revised’ scheme which is taught from week 2 of children starting in Reception.</div></div> <table><tr><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr><tr><td><div>Reception Autumn 1</div><table><tr><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 e e i p</td><td></td></tr><tr><td>Week 2 i n m d</td><td></td></tr><tr><td>Week 3 g o c k</td><td>n</td></tr><tr><td>Week 4 ck e u r</td><td>I</td></tr><tr><td>Week 5 h b f l</td><td>the</td></tr></table></td><td><div>Reception Autumn 2</div><table><tr><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 ff ll ss j</td><td>put* pull* full* as</td></tr><tr><td>Week 2 r ur x g</td><td>and has his her</td></tr><tr><td>Week 3 z or ge</td><td>go no to into</td></tr><tr><td colspan="2">words with s /z/ added at the end (that's this)</td></tr><tr><td>Week 4</td><td>ch th ng nk</td></tr><tr><td>Week 5</td><td>* words with s /z/ added at the end (that's this)</td></tr><tr><td colspan="2">* words ending s /z/ (this) and with s /z/ added at the end (this)</td></tr><tr><td colspan="2">*The tricky words 'put', 'pull', 'full' and 'quail' may not be tricky in some regional pronunciations, in which case, they should not be covered as such.</td></tr><tr><td></td><td>she push* he of</td></tr><tr><td></td><td>we me be</td></tr></table></td><td><div>Reception Spring 1</div><table><tr><th>Phase 3 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 ai ee igh oa</td><td></td></tr><tr><td>Week 2 oo ee or ur</td><td>was you they</td></tr><tr><td>Week 3 ur ow oi ear</td><td>my by all</td></tr><tr><td>Week 4</td><td>are sure pure</td></tr><tr><td>Week 5</td><td>words with double letters: dd mm tt bb rr gg pp ff</td></tr><tr><td>Week 5</td><td>longer words</td></tr></table></td><td><div>Reception Spring 2</div><table><tr><th>Phase 3 graphemes</th><th>No new tricky words</th></tr><tr><td>Week 1</td><td>Review Phase 3: ai ee igh oa oo or ur ee or is ear</td></tr><tr><td>Week 2</td><td>Review Phase 3: er ur words with double letters longer words</td></tr><tr><td>Week 3</td><td>words with two or more digraphs</td></tr><tr><td>Week 4</td><td>longer words words ending in -ing compound words</td></tr><tr><td>Week 5</td><td>longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</td></tr></table></td><td><div>Reception Summer 1</div><table><tr><th>Phase 4</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>short vowels CVCC</td></tr><tr><td>Week 2</td><td>short vowels CCVC CCVC</td></tr><tr><td>Week 3</td><td>short vowels CCVC CCVC CCVC</td></tr><tr><td>Week 4</td><td>longer words compound words</td></tr><tr><td>Week 5</td><td>root words ending in -ing, -ed /t/, -ed /d/ /d/ -est</td></tr><tr><td></td><td>out today</td></tr></table></td><td><div>Reception Summer 2</div><table><tr><th>Phase 4 graphemes</th><th>No new tricky words</th></tr><tr><td>Week 1</td><td>long vowel sounds CVCC CCVC</td></tr><tr><td>Week 2</td><td>long vowel sounds CCVC CCVC CCVC CCVC</td></tr><tr><td>Week 3</td><td>Phase 4 words ending -s /z/</td></tr><tr><td>Week 4</td><td>Phase 4 words ending -es longer words</td></tr><tr><td>Week 5</td><td>root word ending in -ing, -ed /t/, -ed /d/ /d/ -est</td></tr><tr><td>Week 5</td><td>Phase 4 words ending in -s /z/, -s /z/, -es longer words</td></tr></table></td></tr></table>						Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	<div>Reception Autumn 1</div> <table><tr><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 e e i p</td><td></td></tr><tr><td>Week 2 i n m d</td><td></td></tr><tr><td>Week 3 g o c k</td><td>n</td></tr><tr><td>Week 4 ck e u r</td><td>I</td></tr><tr><td>Week 5 h b f l</td><td>the</td></tr></table>	Phase 2 graphemes	New tricky words	Week 1 e e i p		Week 2 i n m d		Week 3 g o c k	n	Week 4 ck e u r	I	Week 5 h b f l	the	<div>Reception Autumn 2</div> <table><tr><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 ff ll ss j</td><td>put* pull* full* as</td></tr><tr><td>Week 2 r ur x g</td><td>and has his her</td></tr><tr><td>Week 3 z or ge</td><td>go no to into</td></tr><tr><td colspan="2">words with s /z/ added at the end (that's this)</td></tr><tr><td>Week 4</td><td>ch th ng nk</td></tr><tr><td>Week 5</td><td>* words with s /z/ added at the end (that's this)</td></tr><tr><td colspan="2">* words ending s /z/ (this) and with s /z/ added at the end (this)</td></tr><tr><td colspan="2">*The tricky words 'put', 'pull', 'full' and 'quail' may not be tricky in some regional pronunciations, in which case, they should not be covered as such.</td></tr><tr><td></td><td>she push* he of</td></tr><tr><td></td><td>we me be</td></tr></table>	Phase 2 graphemes	New tricky words	Week 1 ff ll ss j	put* pull* full* as	Week 2 r ur x g	and has his her	Week 3 z or ge	go no to into	words with s /z/ added at the end (that's this)		Week 4	ch th ng nk	Week 5	* words with s /z/ added at the end (that's this)	* words ending s /z/ (this) and with s /z/ added at the end (this)		*The tricky words 'put', 'pull', 'full' and 'quail' may not be tricky in some regional pronunciations, in which case, they should not be covered as such.			she push* he of		we me be	<div>Reception Spring 1</div> <table><tr><th>Phase 3 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 ai ee igh oa</td><td></td></tr><tr><td>Week 2 oo ee or ur</td><td>was you they</td></tr><tr><td>Week 3 ur ow oi ear</td><td>my by all</td></tr><tr><td>Week 4</td><td>are sure pure</td></tr><tr><td>Week 5</td><td>words with double letters: dd mm tt bb rr gg pp ff</td></tr><tr><td>Week 5</td><td>longer words</td></tr></table>	Phase 3 graphemes	New tricky words	Week 1 ai ee igh oa		Week 2 oo ee or ur	was you they	Week 3 ur ow oi ear	my by all	Week 4	are sure pure	Week 5	words with double letters: dd mm tt bb rr gg pp ff	Week 5	longer words	<div>Reception Spring 2</div> <table><tr><th>Phase 3 graphemes</th><th>No new tricky words</th></tr><tr><td>Week 1</td><td>Review Phase 3: ai ee igh oa oo or ur ee or is ear</td></tr><tr><td>Week 2</td><td>Review Phase 3: er ur words with double letters longer words</td></tr><tr><td>Week 3</td><td>words with two or more digraphs</td></tr><tr><td>Week 4</td><td>longer words words ending in -ing compound words</td></tr><tr><td>Week 5</td><td>longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</td></tr></table>	Phase 3 graphemes	No new tricky words	Week 1	Review Phase 3: ai ee igh oa oo or ur ee or is ear	Week 2	Review Phase 3: er ur words with double letters longer words	Week 3	words with two or more digraphs	Week 4	longer words words ending in -ing compound words	Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	<div>Reception Summer 1</div> <table><tr><th>Phase 4</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>short vowels CVCC</td></tr><tr><td>Week 2</td><td>short vowels CCVC CCVC</td></tr><tr><td>Week 3</td><td>short vowels CCVC CCVC CCVC</td></tr><tr><td>Week 4</td><td>longer words compound words</td></tr><tr><td>Week 5</td><td>root words ending in -ing, -ed /t/, -ed /d/ /d/ -est</td></tr><tr><td></td><td>out today</td></tr></table>	Phase 4	New tricky words	Week 1	short vowels CVCC	Week 2	short vowels CCVC CCVC	Week 3	short vowels CCVC CCVC CCVC	Week 4	longer words compound words	Week 5	root words ending in -ing, -ed /t/, -ed /d/ /d/ -est		out today	<div>Reception Summer 2</div> <table><tr><th>Phase 4 graphemes</th><th>No new tricky words</th></tr><tr><td>Week 1</td><td>long vowel sounds CVCC CCVC</td></tr><tr><td>Week 2</td><td>long vowel sounds CCVC CCVC CCVC CCVC</td></tr><tr><td>Week 3</td><td>Phase 4 words ending -s /z/</td></tr><tr><td>Week 4</td><td>Phase 4 words ending -es longer words</td></tr><tr><td>Week 5</td><td>root word ending in -ing, -ed /t/, -ed /d/ /d/ -est</td></tr><tr><td>Week 5</td><td>Phase 4 words ending in -s /z/, -s /z/, -es longer words</td></tr></table>	Phase 4 graphemes	No new tricky words	Week 1	long vowel sounds CVCC CCVC	Week 2	long vowel sounds CCVC CCVC CCVC CCVC	Week 3	Phase 4 words ending -s /z/	Week 4	Phase 4 words ending -es longer words	Week 5	root word ending in -ing, -ed /t/, -ed /d/ /d/ -est	Week 5	Phase 4 words ending in -s /z/, -s /z/, -es longer words
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																																																																					
<div>Reception Autumn 1</div> <table><tr><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 e e i p</td><td></td></tr><tr><td>Week 2 i n m d</td><td></td></tr><tr><td>Week 3 g o c k</td><td>n</td></tr><tr><td>Week 4 ck e u r</td><td>I</td></tr><tr><td>Week 5 h b f l</td><td>the</td></tr></table>	Phase 2 graphemes	New tricky words	Week 1 e e i p		Week 2 i n m d		Week 3 g o c k	n	Week 4 ck e u r	I	Week 5 h b f l	the	<div>Reception Autumn 2</div> <table><tr><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 ff ll ss j</td><td>put* pull* full* as</td></tr><tr><td>Week 2 r ur x g</td><td>and has his her</td></tr><tr><td>Week 3 z or ge</td><td>go no to into</td></tr><tr><td colspan="2">words with s /z/ added at the end (that's this)</td></tr><tr><td>Week 4</td><td>ch th ng nk</td></tr><tr><td>Week 5</td><td>* words with s /z/ added at the end (that's this)</td></tr><tr><td colspan="2">* words ending s /z/ (this) and with s /z/ added at the end (this)</td></tr><tr><td colspan="2">*The tricky words 'put', 'pull', 'full' and 'quail' may not be tricky in some regional pronunciations, in which case, they should not be covered as such.</td></tr><tr><td></td><td>she push* he of</td></tr><tr><td></td><td>we me be</td></tr></table>	Phase 2 graphemes	New tricky words	Week 1 ff ll ss j	put* pull* full* as	Week 2 r ur x g	and has his her	Week 3 z or ge	go no to into	words with s /z/ added at the end (that's this)		Week 4	ch th ng nk	Week 5	* words with s /z/ added at the end (that's this)	* words ending s /z/ (this) and with s /z/ added at the end (this)		*The tricky words 'put', 'pull', 'full' and 'quail' may not be tricky in some regional pronunciations, in which case, they should not be covered as such.			she push* he of		we me be	<div>Reception Spring 1</div> <table><tr><th>Phase 3 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 ai ee igh oa</td><td></td></tr><tr><td>Week 2 oo ee or ur</td><td>was you they</td></tr><tr><td>Week 3 ur ow oi ear</td><td>my by all</td></tr><tr><td>Week 4</td><td>are sure pure</td></tr><tr><td>Week 5</td><td>words with double letters: dd mm tt bb rr gg pp ff</td></tr><tr><td>Week 5</td><td>longer words</td></tr></table>	Phase 3 graphemes	New tricky words	Week 1 ai ee igh oa		Week 2 oo ee or ur	was you they	Week 3 ur ow oi ear	my by all	Week 4	are sure pure	Week 5	words with double letters: dd mm tt bb rr gg pp ff	Week 5	longer words	<div>Reception Spring 2</div> <table><tr><th>Phase 3 graphemes</th><th>No new tricky words</th></tr><tr><td>Week 1</td><td>Review Phase 3: ai ee igh oa oo or ur ee or is ear</td></tr><tr><td>Week 2</td><td>Review Phase 3: er ur words with double letters longer words</td></tr><tr><td>Week 3</td><td>words with two or more digraphs</td></tr><tr><td>Week 4</td><td>longer words words ending in -ing compound words</td></tr><tr><td>Week 5</td><td>longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</td></tr></table>	Phase 3 graphemes	No new tricky words	Week 1	Review Phase 3: ai ee igh oa oo or ur ee or is ear	Week 2	Review Phase 3: er ur words with double letters longer words	Week 3	words with two or more digraphs	Week 4	longer words words ending in -ing compound words	Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	<div>Reception Summer 1</div> <table><tr><th>Phase 4</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>short vowels CVCC</td></tr><tr><td>Week 2</td><td>short vowels CCVC CCVC</td></tr><tr><td>Week 3</td><td>short vowels CCVC CCVC CCVC</td></tr><tr><td>Week 4</td><td>longer words compound words</td></tr><tr><td>Week 5</td><td>root words ending in -ing, -ed /t/, -ed /d/ /d/ -est</td></tr><tr><td></td><td>out today</td></tr></table>	Phase 4	New tricky words	Week 1	short vowels CVCC	Week 2	short vowels CCVC CCVC	Week 3	short vowels CCVC CCVC CCVC	Week 4	longer words compound words	Week 5	root words ending in -ing, -ed /t/, -ed /d/ /d/ -est		out today	<div>Reception Summer 2</div> <table><tr><th>Phase 4 graphemes</th><th>No new tricky words</th></tr><tr><td>Week 1</td><td>long vowel sounds CVCC CCVC</td></tr><tr><td>Week 2</td><td>long vowel sounds CCVC CCVC CCVC CCVC</td></tr><tr><td>Week 3</td><td>Phase 4 words ending -s /z/</td></tr><tr><td>Week 4</td><td>Phase 4 words ending -es longer words</td></tr><tr><td>Week 5</td><td>root word ending in -ing, -ed /t/, -ed /d/ /d/ -est</td></tr><tr><td>Week 5</td><td>Phase 4 words ending in -s /z/, -s /z/, -es longer words</td></tr></table>	Phase 4 graphemes	No new tricky words	Week 1	long vowel sounds CVCC CCVC	Week 2	long vowel sounds CCVC CCVC CCVC CCVC	Week 3	Phase 4 words ending -s /z/	Week 4	Phase 4 words ending -es longer words	Week 5	root word ending in -ing, -ed /t/, -ed /d/ /d/ -est	Week 5	Phase 4 words ending in -s /z/, -s /z/, -es longer words													
Phase 2 graphemes	New tricky words																																																																																																									
Week 1 e e i p																																																																																																										
Week 2 i n m d																																																																																																										
Week 3 g o c k	n																																																																																																									
Week 4 ck e u r	I																																																																																																									
Week 5 h b f l	the																																																																																																									
Phase 2 graphemes	New tricky words																																																																																																									
Week 1 ff ll ss j	put* pull* full* as																																																																																																									
Week 2 r ur x g	and has his her																																																																																																									
Week 3 z or ge	go no to into																																																																																																									
words with s /z/ added at the end (that's this)																																																																																																										
Week 4	ch th ng nk																																																																																																									
Week 5	* words with s /z/ added at the end (that's this)																																																																																																									
* words ending s /z/ (this) and with s /z/ added at the end (this)																																																																																																										
*The tricky words 'put', 'pull', 'full' and 'quail' may not be tricky in some regional pronunciations, in which case, they should not be covered as such.																																																																																																										
	she push* he of																																																																																																									
	we me be																																																																																																									
Phase 3 graphemes	New tricky words																																																																																																									
Week 1 ai ee igh oa																																																																																																										
Week 2 oo ee or ur	was you they																																																																																																									
Week 3 ur ow oi ear	my by all																																																																																																									
Week 4	are sure pure																																																																																																									
Week 5	words with double letters: dd mm tt bb rr gg pp ff																																																																																																									
Week 5	longer words																																																																																																									
Phase 3 graphemes	No new tricky words																																																																																																									
Week 1	Review Phase 3: ai ee igh oa oo or ur ee or is ear																																																																																																									
Week 2	Review Phase 3: er ur words with double letters longer words																																																																																																									
Week 3	words with two or more digraphs																																																																																																									
Week 4	longer words words ending in -ing compound words																																																																																																									
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/																																																																																																									
Phase 4	New tricky words																																																																																																									
Week 1	short vowels CVCC																																																																																																									
Week 2	short vowels CCVC CCVC																																																																																																									
Week 3	short vowels CCVC CCVC CCVC																																																																																																									
Week 4	longer words compound words																																																																																																									
Week 5	root words ending in -ing, -ed /t/, -ed /d/ /d/ -est																																																																																																									
	out today																																																																																																									
Phase 4 graphemes	No new tricky words																																																																																																									
Week 1	long vowel sounds CVCC CCVC																																																																																																									
Week 2	long vowel sounds CCVC CCVC CCVC CCVC																																																																																																									
Week 3	Phase 4 words ending -s /z/																																																																																																									
Week 4	Phase 4 words ending -es longer words																																																																																																									
Week 5	root word ending in -ing, -ed /t/, -ed /d/ /d/ -est																																																																																																									
Week 5	Phase 4 words ending in -s /z/, -s /z/, -es longer words																																																																																																									
Reading	<div><div></div><div><div>Reading in Reception</div><div>Three Little Wandle taught reading lessons per week: Session One: Decoding text with fluency practise Session Two: Prosody with fluency practise Session Three: Comprehension with fluency practise Books go home for further fluency practice for a whole week every week.</div><div>Quality texts explored through daily Talk for Writing Sessions.</div><div>Story time- At least once each day Reading for pleasure: Reading challenges:</div><div>Books linked to topic and children’s interests are used in every learning area.</div></div><div></div></div>																																																																																																									

Roberts Primary School

Reception Curriculum

2025-2026

Handwriting	<div><div><div>Kinetic Letters®</div><div>making hand-writing easy for everyone</div></div><div>It consists of four main threads:</div><div><div>• Making bodies stronger,</div><div>• Holding the pencil,</div><div>• Learning the letters, and</div><div>• Flow and fluency</div></div></div>					
Key Texts within Literacy: The book offer can be adapted to meet the needs/interests of the children within enhancement.)	<div></div> <div>Fiction<ul style="list-style-type: none">Three Little Pigs - TraditionalLittle Red Hen - TraditionalGoldilocks and the Three Bears - Traditional</div> <div>Non-Fiction<ul style="list-style-type: none">Marvellous Me – Lisa BullardWhat makes me a me? – Ben Faulks</div>	<div></div> <div>Fiction<ul style="list-style-type: none">The Gingerbread Man – TraditionalThe Leaf Thief – Alice HemmingStickman – Julia Donaldson</div> <div>Non-Fiction<ul style="list-style-type: none">When Autumn Comes – Ekaterina DruckhanHenry Hedgehog’s First Autumn – Martini Snowdon-Harrison</div>	<div></div> <div>Fiction<ul style="list-style-type: none">Winter Sleep – Sean Taylor and Alex MorseOn Every House in Every Street – Jess HitchmanMartha Maps it out – Leigh HodgkinsonMr Wolf’s Pancakes – Jan Fernley</div> <div>Poetry<ul style="list-style-type: none">The Nature Trail – Benjamin Zephaniah</div> <div>Non-Fiction<ul style="list-style-type: none">Maps of school environmentMaps of local areas</div>	<div></div> <div>Fiction<ul style="list-style-type: none">That’s my Flower – Alice HemmingMonkey Puzzle – Julia Donaldson</div> <div>Non-fiction<ul style="list-style-type: none">When Spring Comes – Ekaterina Trukhan</div> <div>Rhyme/Non-fiction<ul style="list-style-type: none">Little Bee – Autumn Publishing</div>	<div></div> <div>Fiction<ul style="list-style-type: none">Dear Earth – Isabel OtterA Place called home – Kate BakerTad – Benji Davis</div> <div>Poetry<ul style="list-style-type: none">My Village: Rhymes from Around the World – collected by Danielle Wright</div> <div>Non-fiction<ul style="list-style-type: none">Welcome to our table: A celebration of what children eat everywhere – Laura Mucha and Ed SmithLook inside our World – Emily Bone</div>	<div></div> <div>Fiction<ul style="list-style-type: none">Oliver’s Vegetables – Vivian FrenchThe Gigantic Turnip – Aleksei TolstoyThe Journey – Neil Griffiths</div> <div>Non-Fiction<ul style="list-style-type: none">From seed to sunflower</div>

Roberts Primary School


Reception Curriculum

2025-2026

<p>Poetry/Rhyme/Songs</p> <p>The song offer can be adapted to meet the needs/interests of the children.)</p>	<ul style="list-style-type: none"> Nursery rhymes/songs Autumn songs 	<ul style="list-style-type: none"> Production songs Christmas songs 	<ul style="list-style-type: none"> I’m a little snowman Here we go round the mulberry bush 	<ul style="list-style-type: none"> Spring chicken Peter Rabbit had a fly upon his nose. Chick chick chicken It’s a monkey puzzle 	<ul style="list-style-type: none"> Down in the jungle A sailor went to sea Rainforest animals song Alice the camel Noisy animals in the jungle 	<ul style="list-style-type: none"> Aeroplane, Aeroplane Row, row row your boat. Wheels on the bus. Twinkle twinkle chocolate bar The seed
<p>Literacy Writing Transcription/Composition</p>	<ul style="list-style-type: none"> Finger strengthening activities- playdough etc. Handwriting- basic lines, shapes and patterns Teach effective pencil hold and writing posture Introduction to daily Name writing – Begin to recognise name card, trace or copy name Follow simple text maps to retell a story. Taking part in speaking activities, using clear speech, Engaging with storytelling, using actions and varying voice. Being engaged with story-telling - suggesting additions and substitutions, Understanding and using new vocabulary. Making up stories, play scenarios, and drawings in response to experiences, such as outings, special occasions. Sometimes gives meaning to drawings and paintings Ascribing meanings to signs, symbols and words seen in different places, including those they make themselves Engage in mark making during child-initiated learning. 	<ul style="list-style-type: none"> Finger strengthening activities –threading etc Handwriting- letter shape groups e.g. basic curly caterpillars, basic long ladders, and numbers Teach effective pencil hold and writing posture Daily Name Writing- Find name card, copy name Draw simple text maps following a model and use to rehearse retelling the story. Taking part in speaking activities, using clear speech Engaging with storytelling, trying out new vocabulary confidently. Participate in shared writing -make suggestions, identify sounds, tricky words, re read text. Take part in guided writing, orally composing captions and applying emerging phonic skills. Write simple words/ captions based on phonic knowledge. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations. Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology Begins to break the flow of speech into words, to hear and say sounds in words. 	<ul style="list-style-type: none"> Finger strengthening activities- dependent on assessment Handwriting- numbers and letter shape groups e.g. continue to practise curly caterpillars, revisit long ladders, focus robot arms Focus on effective pencil hold and writing posture. Daily Name Writing- Practise Writing/coping first name. Making suggestions during shared writing, help to spell simple words, identify tricky words, identify where a full stop or capital letter is needed Begin to create simple text maps with support, adding words/labels use to rehearse to retell a story. Retell text using text maps using prosody. Use and understand previously learned and newly acquired vocabulary in the correct context. Writes simple transcribed captions applying phonic skills and knowledge with some support. Write tricky words learned so far. Continues to enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, ticket, lists, invitations and books displaying phonics skills and knowledge. 	<ul style="list-style-type: none"> Finger strengthening activities- dependent on assessment Handwriting- continue to practise numbers and letter shape groups knowing where the letters sit on a line. Focus on effective pencil hold and writing posture. Daily Name Writing- Practise Write first name. Begin to copy surname. Making suggestions during shared writing: orally compose new sentences, add new vocabulary, spell simple words, identify tricky words; help to check correct use of full stops and capital letters. Create own text maps, adding words for description, notes etc. Use to rehearse retelling. Innovates known texts. Retell text using text maps. Remembering to use previously learned and newly acquired vocabulary in the correct context. Segments sounds in words and blends them together Writes words based on phonic knowledge during directed tasks and play. Uses their developing phonic knowledge to write things such as labels and captions Begins to write a simple transcribed sentence. Composes sentences orally using conjunctions, ‘and’, ‘so’, ‘but’. 	<ul style="list-style-type: none"> Finger strengthening activities- dependent on assessment Handwriting- continue to practise numbers and words using letter shape groups e.g. further curly caterpillars, further long ladders, further robot arms Practises the layout of sentences on lined paper – starting at the margin, appropriate use of ascenders and descenders. Daily Name Writing- writes first name. Continue to practise writing surname. Contribute during shared writing, suggest new ideas, orally compose new sentences, add new vocabulary, help to spell simple words, identify tricky words, check for mistakes e.g. “we need a capital letter there”, “we need a full stop there” Innovates known texts. Create own text maps, adding words for description, notes etc. Use to rehearse text before writing. Writes captions and simple sentences based on phonic knowledge during directed tasks and play. Uses developing phonic knowledge and skills to write transcribed sentence including ‘tricky words’ using capital letters and full stops. Begins to write down captions/sentences they have composed orally. Confidently retell texts, vary voice as appropriate, add own ideas and enhancements to texts. Use an increasing number of connecting words to link ideas, use adjectives to describe. 	<ul style="list-style-type: none"> Finger strengthening activities- dependent on assessment Handwriting- continue to practise numbers and words using letter shape groups e.g. further curly caterpillars, further long ladders, further robot arms Practises the layout of sentences on lined paper – starting at the margin, appropriate use of ascenders and descenders. Daily Name Writing- writes first name. Continue to practise writing surname. Contributes during shared writing, suggest new ideas, orally compose new sentences, add new vocabulary, help to spell simple words, identify tricky words, check for mistakes e.g. “we need a capital letter there”, “we need a full stop there” Innovates known texts. Confidently retell texts for a range of audiences, vary voice as appropriate, add own ideas and embellishments to texts, use an increasing number of connecting words to link ideas, use adjectives to describe. Uses phonic knowledge and skills to compose and write simple sentences using capital letters and full stops. Looks for increasing opportunities to write during child-initiated learning. Recognise and correct mistakes in written work. Composes and writes simple sentence using phonics skills and knowledge that can be read by others.

Roberts Primary School

Reception Curriculum 2025-2026

	Specific Area - Mathematics					
Educational Programme for Mathematics	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 ten-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 be afraid to make mistakes.					
						
	<ul style="list-style-type: none"> Getting to know to you – Baseline assessment Match, sort and compare Talk about measure and patterns 	<ul style="list-style-type: none"> It's me 1,2 and 3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides 	<ul style="list-style-type: none"> Alive in 5 Mass and capacity Growing 6,7,8 	<ul style="list-style-type: none"> Length, height and time Building 9 and 10 Exploring 3D shapes 	<ul style="list-style-type: none"> To 20 and beyond How many now Manipulate, compose and decompose 	<ul style="list-style-type: none"> Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections Consolidation

Roberts Primary School

Reception Curriculum 2025-2026

	Specific Area – Understanding the World				
Educational Programme for Understanding the World	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.				
Ongoing themes throughout the Year	Exploring Seasons through: <ul style="list-style-type: none"> • What we see on the ground, around us and in the air. • Using our five senses • Exploring weather • Dressing for ‘forest school’ 				
Understand the World (Kapow - Geography)	Outdoor adventures Activity 1 - Nature catchers Activity 2 - Exploring the weather Activity 3 - Senses in Nature Activity 4 - Exploring the Seasons Activity 5 - Dress the teddy. Activity 6 – How can we welcome animals on to the school grounds?		Exploring Maps Activity 1 - Our school from above Activity 2 – Let’s build a map Activity 3 - Investigating maps Activity 4 – Map making		Around the World Activity 1 – Home and Away Activity 2 – Bear’s UK travels Activity 3 – City or countryside? Activity 4 – Exploring world landscapes Activity 5 – Desert explorers Activity 6 – Polar explorers
Understanding the World (Kapow History)	Now and Next Classroom Visual Timetable School Rules – 1, 2 and 3 -Hands up Peek in the Past Activity – Remembrance: What does it mean to Remember?		Peek in the past Activity 1 – Can you guess who? Activity 2 - Past and Present Activity 3 – My life timeline Activity 4 – Toy box Activity 5 – Spot the difference		Transport through time

Roberts Primary School

Reception Curriculum 2025-2026

<p>Understanding the World (Kapow Science)</p>	<p>Changing Seasons</p> <p>Activity 1 - Autumn Treasures</p> <p>Activity 2 -Whatever the weather</p>	<p>Changing Seasons</p> <p>Activity 2 - Whatever the Weather</p> <p>I am a Scientist</p> <p>Activity 1 – Push or Pull</p> <p>Activity 2 – Loud or Quiet</p> <p>Activity 3 – Float or Sink</p> <p>Activity 4 – Freeze or Melt</p> <p>Activity 5 – Light or Dark</p>	<p>Changing Seasons</p> <p>Activity 2 - Whatever the Weather</p> <p>Activity 3: Winter Wildlife</p> <p>(linked to text ‘Winter Sleep’ – woodland animals, e.g. hedgehogs, badgers...)</p>	<p>Changing Seasons</p> <p>Activity 2 - Whatever the Weather</p> <p>Activity 4: Spring time magic</p> <p>Animal Adventures</p> <p>Activity 1 – Living and non-living (Flashback)</p> <p>Activity 2 – Describing minibeasts</p> <p>Activity 3: On the farm</p> <p>Activity 4: Animal homes</p> <p>Activity 5: Zoo animals</p>	<p>Changing Seasons</p> <p>Activity 2 - Whatever the Weather</p> <p>Activity 5 - Sandcastle Science</p> <p>Our Beautiful Planet</p> <p>Activity 1 – Exploring outdoors</p> <p>Activity 5 – Caring for the Earth</p>	<p>Changing Seasons</p> <p>Activity 2 - Whatever the Weather</p> <p>Autumn 6 -Summer Senses</p> <p>Our Beautiful Planet</p> <p>Activity 2- Plants</p> <p>Activity 3 – Exploring plant parts</p> <p>Activity 4 – Planting seeds</p>
<p>Understanding the World (Kapow RE)</p>	<p><i>Autumn – 22.9.25</i> <i>Harvest, Diwali – 20.10.25</i></p> <p>What makes us special?</p> <p>Activity 1 - Why are we special</p> <p>Activity 2- Who is special to you?</p> <p>Activity 3 - Who helps us?</p> <p>Activity 4 - Why should we care for others?</p> <p>Activity 5 - Why is Jesus special to some people?</p> <p>Diwali – What are special times</p> <p>Activity 1 – What are special times?</p> <p>Activity 2 – What is Diwali?</p> <p>Activity 3 – How do some Hindu people celebrate Diwali?</p> <p>Harvest – Time to celebrate</p> <p>Activity 1 - What is the Harvest Festival?</p>	<p><i>Remembrance Day – 11.11.26, Children in Need – 14.11.25, Hannukah – 20.12.25, Christmas – 25.12.25</i></p> <p>Hannukah– Time to celebrate</p> <p>Activity 2 – What is Hannukah?</p> <p>Christmas - What are special times</p> <p>Activity 4 – Why do many Christians celebrate Christmas?</p> <p>Activity 5 – How do some Christian people celebrate Christmas?</p>	<p><i>Christmas Reflections, New Year Resolutions, Chinese New Year – 17.2.25</i> <i>Shrove Tuesday – 17.2.26</i></p> <p>Why are some places special?</p> <p>Activity 1 – What places are special to you?</p> <p>Activity 2 – What places are special to our community?</p> <p>Activity 3 – What makes a place special?</p> <p>Activity 4 – Why are churches special to many Christian people?</p> <p>Activity 5 – Why are mosques special to many Muslim people?</p> <p>Shrove Tuesday – Time to celebrate</p> <p>Activity 4 – What is Shrove Tuesday?</p>	<p><i>Ramadan – 17.2.26-18.3.26, Holy (Hindu – Festival of Colours) – 4.3.26, Mother’s Day – 15.3.26, Eid – 19.3.26, Spring – 20.3.26, Earth Hour – 28.3.26 and Easter Sunday – 5.4.26</i></p> <p>Ramadan – Time to celebrate</p> <p>Activity 5 – What is Ramadan?</p> <p>Holy – Time to celebrate</p> <p>Activity 3 – What is Holy?</p> <p>What makes the world special?</p> <p>Activity 5 – What is the Easter story?</p>	<p><i>May Day – 4.5.26</i> <i>Shavuot (Jewish Holiday) – 21.5.26-23-5-26</i> <i>Eid-Al-Adha – 26.5.26</i></p> <p>What makes the world special?</p> <p>Activity 1 – What is special about our world?</p> <p>Activity 2 – Where do some people believe the world came from?</p> <p>Activity 3 – Why should we look after our world?</p> <p>Activity 4 – How can we care for the world?</p>	<p><i>Summer – 20.6.26</i> <i>Father’s Day – 21.6.26</i></p> <p>Why are some stories special?</p> <p>Activity 1 – How do some people treat special books?</p> <p>Activity 2 – What is your favourite story?</p> <p>Activity 3 – What makes a story special?</p> <p>Activity 4 – What can we learn from a Christian story?</p> <p>Activity 5 – What can we learn from a Hindu story?</p>

Roberts Primary School

Reception Curriculum 2025-2026

<p>Key questions to help me to answer the 'Big question' or subject specific questions.</p> <p>These are prompts and ideas and can be used and adapted based on assessment and the needs/interests of the children.</p>	<ul style="list-style-type: none"> • What is happening on the ground, in the air and in the sky at this time of year? • Where can I find what I need in my class/school? • What do I need to do now and next? • What did I do this morning/last night/yesterday? • What do I like/dislike? • What do I look like? • Who lives in my home? • What does my home look like? • What is the same and different about me and my friends? • Can I name the parts of my body? • Who do I go to if need help? • Who helps me at home/school/in my community? • What helps me to learn about the world around me? 	<ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What is happening on the ground, in the air and in the sky at this time of year? • What are people wearing at this time of year and why? • What is different/same since we started school in September? • What does tradition mean? • What traditions do we follow at school and at home? • How do you celebrate your birthday? • How do your parents celebrate their birthday? • Relate to the birth of Christ with gifts etc. What traditions do you follow? • What does celebration mean? • How do you and your family celebrate? • How did your family celebrate when they were young? • How do people celebrate in places other than Newtown? • What is Bonfire night and what are the 	<ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What is happening on the ground, in the air and in the sky at this time of year? • What are people wearing at this time of year and why? • What is different/same since we Finished school in December? • What is near to me in the classroom? What is far from me in the classroom? • Which class is near to Reception? • Which classes are far from Reception? • Where do I live and what is all around me? • Where is my home on a map of Gornal/Dudley? • What do I see on my walk to school? • Which buildings are significant/special to me? • What places are significant/special to me? • Can I make a map of my journey to school? • What new vocabulary do I understand and use? 	<ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What is happening on the ground, in the air and in the sky at this time of year? • What are people wearing at this time of year and why? • What is different/same since we came back to school in January? • What is the past? • What happened this morning/yesterday/last week/last year? • How have I changed since I was a baby? • Why do people celebrate Eid? • How do people celebrate Eid? • What are the customs and traditions followed during Ramadan and Eid • Why do Christians celebrate Easter? How does this compare to things that my family and I celebrate? • Why do we celebrate Mother's day? • What are we thankful for? • What are the Easter traditions? • What new vocabulary do I understand and use? • 	<ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What is happening on the ground, in the air and in the sky at this time of year? • What are people wearing at this time of year and why? • What is different/same since we were at school in March? • What is Near to me? • What is far away from my school/home? • How is my environment different to people living in other parts of the city/World? • What vocabulary would I use to describe places that I see around me and in books? • How can I describe different bodies of water? (even if used inaccurately (sea/ocean, lake, river, pond)) • How is water represented on a map or globe? • What new vocabulary do I understand and use? 	<ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What is happening on the ground, in the air and in the sky at this time of year? • What are people wearing at this time of year and why? • What is different/same since half term? • What do plants need to grow?(investigation) • What plants can I eat? • How do I care for plants? • What creatures can I find in our garden? • How do creatures help the garden? • How do butterflies grow? • Why don't caterpillars look like their parents? • What is the same/different about caterpillars and the animals that I have already learned about? • How have I changed since starting Reception? Looks/abilities/friendships • What new vocabulary do I understand and use? • What do I hope for in the future in Year One? • What does transport mean? • What types of transport can I name?
---	--	---	--	--	---	---

Roberts Primary School

Reception Curriculum 2025-2026

		Bonfire night traditions? • Why do we wear poppies in November? • What does brave, courageous, protect mean? • Who protects you? • Why and how do Christians celebrate Christmas? • What does Nativity mean? • What new vocabulary do I understand and use?				• Why do we need/use transport? • What new vocabulary do I understand and use?
Ongoing UTW resources	<p>Maps in the classroom – School map – Gornal Map – Dudley map – UK map – World map. (Destinations children have been to, destinations parents and grandparents are from, places and countries discussed during learning should be highlighted on the relevant map.)</p> <p>Timeline – Children as babies, teachers as babies/children add events featured through leaning. (Events occurring in school, things that have happened yesterday, last week, last month, years, decades etc ago to be added to the timeline.)</p> <p>The following prompts will support the acquisition and retention of skills and knowledge stated in the educational programme and to set the foundations of learning for Year One and beyond.</p>					
	Specific Area – Expressive Art and Design					
Educational Programme for Expressive Art and Design	<p>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.</p> <p>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.</p>					

Roberts Primary School

Reception Curriculum 2025-2026

EAD – Expressive Arts and Design (Kapow - Art and Design)	Marvellous Marks Activity 1 – Mark making with wax crayons Activity 2 – mark making with felt tips Activity 3 – Mark making with chalk Activity 4 – Observational pencil drawings Activity 5 – Drawing faces Activity 6 - Drawing faces in colour		Painting and Mixed Media Activity 1 – Finger painting Activity 2 - Outdoor painting Activity 3 – Painting to music Activity 4 – Collage and transient art Activity 5 - Landscape collage		Sculpture and 3D: Creation station Activity 1 – Clay Activity 2 – Playdough Activity 3 – Landscape art Activity 4 – Designing animal sculptures Activity 5 – Creating animal sculptures Activity 6 – Painting animal sculptures	
Expressive Arts & Design (Kapow Design Technology)		Cooking and nutrition: Soup Activity 1 – Fantastic fruit and vegetables Activity 2 – Pumpkin Soup Activity 3 - Designing soup. Activity 4 – Fine-motor skills Activity 5 – Making and evaluating soup.		Structures: Junk Modelling Activity 1: Exploring junk modelling and Activity 2 - Cutting and scissor skills. Activity 2: Choosing resources Activity 3: Temporary joins Activity 4: Making models		Structures: Boats Activity 1 – Waterproof materials Activity 2 – Floating and sinking Activity 3 – Boats Activity 4 – Investigating boats Activity 5- Designing boats Activity 6- Creating and testing boats

Roberts Primary School

Reception Curriculum

2025-2026

Expressive Arts & Design (Kapow Music)	Exploring Sound Activity 1 – Vocal sounds Activity 2 – Body sounds Activity 3 – Instrumental sounds Activity 4 – Environmental sounds Activity 5 – Nature sounds Celebration Music Diwali Music	Celebration Music Christmas songs for Nativity Activity 4 – Traditional Christmas Music Activity 5 – Christmas Action Songs	Music and Movement Activity 1 – Action songs Activity 2 – Finding the beat Activity 3 – Exploring tempo Activity 4 – Exploring tempo and pitch through dance Lesson 5 – Music and movement performance	Musical stories Activity 1 – Moving to music Activity 2 – Storytelling with actions Activity 3 – Using instruments to represent actions Activity 4 – Musical story composition Activity 5 -Musical story performance		Transport Activity 1 – Exploring different types of transport Activity 2 – Trains Activity 3 – Boats Activity 4 – Cars Activity 5 – Transport journey
	<p align="center">Expressive Art and Design throughout the Reception Year</p> <p>Children will be given repeated opportunities to practise, embed and extend the skills listed above through carefully selected resources available in continuous provision and through direct teaching during quality interactions between adults and children.</p> <p align="center">Children will also:</p> <ul style="list-style-type: none"> Begins to build a collection of songs and dances Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and the visual arts. Creates representations of both imaginary and real-life ideas, events, people and objects Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments sounds, colours and materials for their own imaginative purposes Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping 					

Roberts Primary School

Reception Curriculum 2025-2026

	<ul style="list-style-type: none"> Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth Introduces a storyline or narrative into their play <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>					
Key Vocabulary	unique , significant, different, same, special, compare, senses taste, touch, smell, sight, hearing, body parts - head, arms, legs, arms, elbows, knees, wrists, neck, forehead, ears etc. height, length, hair colour, eye colour, skin colour, likes , dislikes , similarities , differences , Diwali – Rama, Sita, Diva, light, festival, tradition, rangoli, fireworks Autumn – Trees, leaves, weather, damp, wet, fog	celebrate , celebration, reward, party, festival, tradition, Remembrance , poppy, soldier, brave, courageous, protect, respect. Bonfire , Guy Fawkes, gun powder, Houses of parliament, rules, law, justice, government Christmas , Reverend Nativity, Jesus, Mary, Joseph, Bethlehem, angels, worship, gift, celebrate, tradition, birth Winter - frosty, icy, snowy, cold, freezing, changes, slippery,	local area , Transport , bus, tram, Outside trees- oak, ash, beech, holly, bushes, plants, school, allotments, playground, hut, school building, upstairs, hall, reception area Lunar new year , Chinese quarter, fireworks, snake, health, wealth, happiness, lantern, red envelopes, dragon, Winter - frosty, icy, snowy, cold, freezing, changes, frozen	Eid Allah, Ramadan, fasting, Eid-al-Fitr, Qur'an, the Prophet Muhammed (PBUH), Lunar calendar, good deeds, Eid Mubarak Celebrate , tradition, Mother's day significant, care, support, help, look after, reward, thanks Easter Jesus Christ, risen, cross, betrayed, rose, Sunday Spring blossom, plants, showers, seeds, shoots, seedlings, new life,	Spring blossom, plants, showers, seeds, shoots, seedlings, new life, warmer, lighter, brighter	Plants -growing, planting, seeds, shoots, roots, seedling. Food - vegetables, grow, cut, mix, blend, mash, taste, improve Animals -creatures, insects born, growing, changing, developing, young, chicks, tadpoles, caterpillars, stages, Allotment-beetroot, corn, beans, pumpkins, lettuce, Height, length, measure
Whole school Events		Non-uniform: Children in Need Ezone – Visiting Santa Christmas party		Easter Bonnet Parade		Sports Day
Planned Experiences to enrich the curriculum		Five Ways Methodist Church – Advent	Local area walk – Gornal Village	Living Eggs Farm/Zoo		Caterpillars to Butterflies