

Reception Parents Curriculum Overview

AUTUMN TERM 1 2026



Autumn 1.

I am special

- Visit from a mummy & baby



Prime Area:

Personal, Social and Emotional Development



Getting to know their teachers and children in their class, as well as the children in other classes.

Developing an understanding of the class routines, and the school values

Be Kind, Be Safe, Be Respectful, Be Successful

Working and playing together sharing resources and equipment.

Develop their sense of responsibility and membership of a community.

Can independently organise themselves in the morning e.g. hang up their coats, self register, put their water and book bags in the correct box.

Prime Area:

Communication and Language



Listening to others on a one to one basis both in small groups and as a whole class.

Listening to and engaging in stories as part of a class.

Joining in with repeated refrains in familiar and well-known stories eg: 'I'll huff and I'll puff and I'll blow your house down!'

Begin to use social phrases such as "good morning"

Can use the pronoun 'I' when talking about themselves.

Can answer a simple 'why' question.

Can communicate their needs and ideas by speaking in a short sentence e.g., "I want to play with the cars."

Prime Area:

Physical Development



Safely moving around the classroom environment.

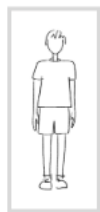
Learning how to Line up.

Using large equipment in the outdoor learning environment to develop large muscle control and core strength through climbing, lifting, balancing, pushing, sweeping, pulling etc

Learning how to use the equipment in school safely

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Developing body strength and making bodies stronger – teaching the five named animal positions to align joints, so that muscles and ligaments can work together to build strength and stability.



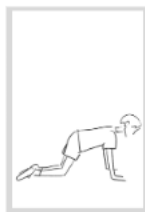
Penguin



Meerkat



Bear



Stone Lion



Lizard

Penguin position

Meerkat position

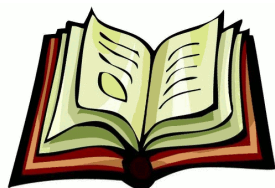
Bear position

Stone Lion position

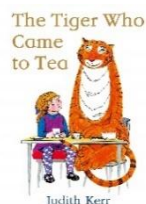
Lizard position

Specific Area:

Literacy: Reading



Key Texts:



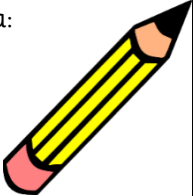
Enjoy rhyming and rhythmic activities.

Show awareness of rhyme and alliteration.

Recognise rhythm in spoken words.

Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Beginning to be aware of the way stories are structured such as describing the main story settings, events and principal characters.

	Suggest how the story might end. Show interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Looks at books independently. Handle books carefully. Hold books the correct way up and turn pages. Understand that print has meaning, it has different purposes and in English can read from left to right. Engage in extended conversations about stories, learning new vocabulary. Recognise their name in print
Specific Area: Literacy: Writing 	Talk in sentences of up to 4 words (present and past tense) Use the personal pronoun 'I' in speech when talking about themselves Break the flow of speech into words Write their own name Link sounds to letters Orally segment the sounds heard in words Represent initial sound using taught phonics Grip a pencil between two fingers and thumb (tripod grip) – '3 friends' grip Terminology: Word, sound, letter
Specific Area: Literacy: Phonics 	General sound discrimination – environmental sounds, instrumental sounds, body percussion rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting to recognise the following graphemes: s a t p i n m d g o c k ck e u r s s h b f f l l l to segment and blend these sounds to read words. Recognise the harder to read and spell words: I is the to go no put pull into as of his a

Specific Area
Mathematics:



Sorting and matching objects into groups according to colour, size, shape.

Make comparisons between objects relating to size, length, weight and capacity using the language of big/little; large/small, short/tall, heavy/light, empty/full.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

Use informal language like 'pointy', 'spotty', 'blobs', etc.

Continue, copy and create repeating patterns

Count objects, actions and sounds.

Link the number symbol (numeral) with its cardinal number value

Subitise up to 5 objects (without counting)

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10

Specific Area:
**Understanding the world:
People and communities
And
The World**

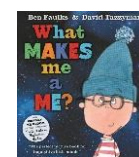
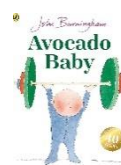


Begin to make sense of their own life-story and family's history.

Celebrating the uniqueness of 'me' and how I have grown and changed over the years

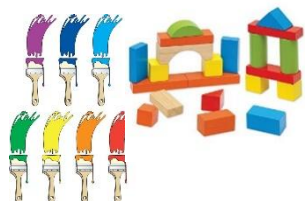
Celebrating our families, similarities and differences

Exploring the natural world within the school grounds such as the outdoor learning spaces, the playground and the nature garden etc.



Specific Area:

Expressive Art and Design:



Take part in simple pretend play, using an object to represent something else even though they are not similar.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings

Create their own songs or improvise a song around one they know.

Develop an understanding of pitch and how to follow a melody.

Religious Education



Special people

Exploring family, friends and role models.

Incorporating the British Values of mutual respect, individual liberty and tolerance of those of different faiths and beliefs.