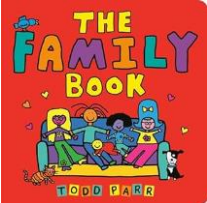
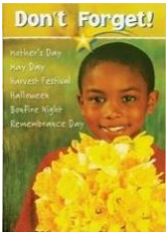
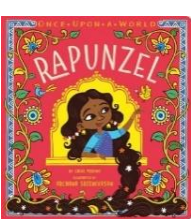
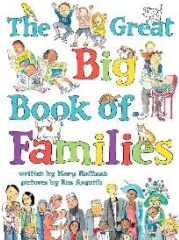
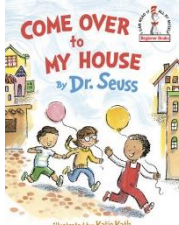
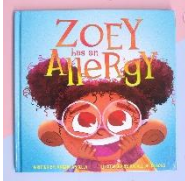
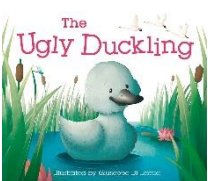
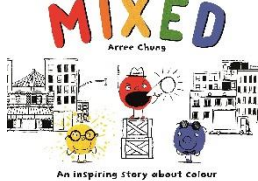
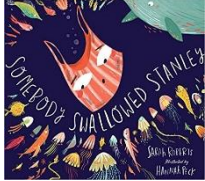
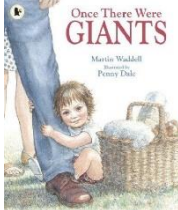
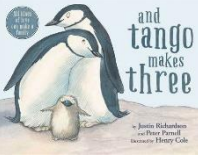
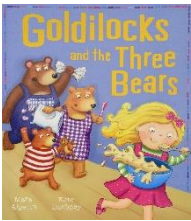
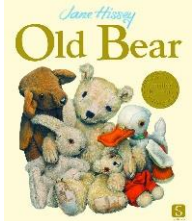
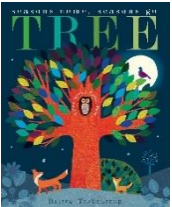
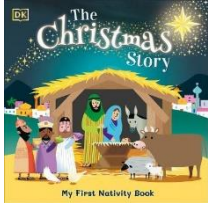
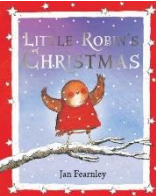
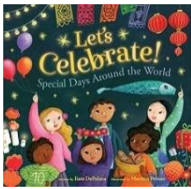
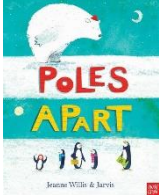
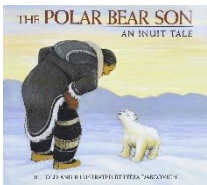
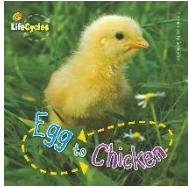
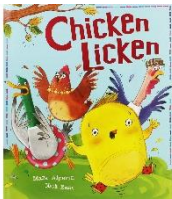
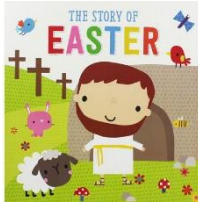
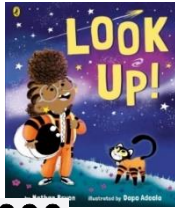
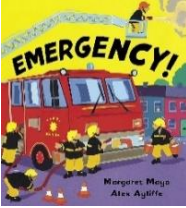
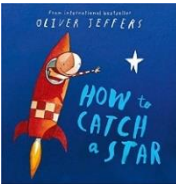
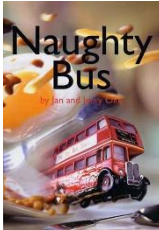
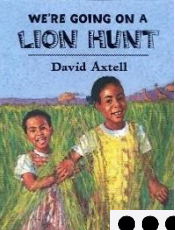




Year Group Curriculum Plan  
Year Reception

| 2025/26                                                                                                          | Autumn 1                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                      | Spring 1                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                          | Summer 1                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                    |
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| <b>Christian Value</b>                                                                                           | <b>Wisdom</b>                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                               | <b>Justice</b>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                   | <b>Generosity</b>                                                                                                                                                                                                                                                 |                                                                                                                                                                             |
| <b>RE Focus</b>                                                                                                  | <p><b>Being special, where do we belong?</b></p> <p>Think about what makes us feel special and learn how different religions welcome a new baby</p>                        | <p><b>Why do Christians perform nativity plays at Christmas?</b></p> <p>Understand and retell the story of the first Christmas</p>                                                                                                                            | <p><b>Why is the word God so important to Christians?</b></p> <p>Understand the story of creation and discuss how Christians show that God is important to them</p>                                                                                               | <p><b>Why do Christians put a cross in the Easter Garden?</b></p> <p>Know about what happened during Easter week and understand the story of Jesus' crucifixion</p>                                                                                               | <p><b>Which places are special and why?</b></p> <p>Talk about our favourite places and know about different religions places of worship</p>                                    | <p><b>Which stories are special and why?</b></p> <p>Discuss our favourite stories and understand that the Bible is very important to Christians</p>                         |
| <b>REAL Time/PSHE Texts</b><br> |                                                                                           |                                                                                            |                                                                                             |                                                                                             |                                                                                             |       |
| <b>PSHE Focus</b>                                                                                                | <p><b>Me and my relationships</b></p> <p>Show an understanding of different feelings and recognise their own feelings</p>                                                                                                                                   | <p><b>Keeping safe</b></p> <p>To know how to keep ourselves safe and who can help us keep safe</p>                                                                                                                                                            | <p><b>Valuing difference</b></p> <p>Talk about how we are all different and unique and show an understanding and sensitivity for others</p>                                                                                                                       | <p><b>Rights and respect</b></p> <p>Looking after the people around us and how we can care for the world</p>                                                                                                                                                      | <p><b>Being my best</b></p> <p>To know how to keep our bodies healthy through food, exercise, and dental care</p>                                                                                                                                                 | <p><b>Growing and changing</b></p> <p>Looking at life cycles and how things change. Preparing for transition to Year 1</p>                                                  |
| <b>Class readers</b>                                                                                             |    |    |    |    |    |   |
| <b>Topic</b>                                                                                                     | <p><b>Who lives in the deep dark wood?</b></p>                                                                                                                                                                                                              | <p><b>How do people celebrate around the world?</b></p>                                                                                                                                                                                                       | <p><b>Can a polar bear and a penguin be friends?</b></p>                                                                                                                                                                                                          | <p><b>How do things change?</b></p>                                                                                                                                                                                                                               | <p><b>Do all superheroes wear capes?</b></p>                                                                                                                                                                                                                      | <p><b>Where in world would you visit?</b></p>                                                                                                                               |

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| <b>Core Text(s)</b>                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Phonics Focus</b>                             | <b>Little Wandle Letters and Sounds Revised</b><br><b>Phase 2</b> <ul style="list-style-type: none"> <li>- Phase 2 graphemes</li> <li>- Hears initial sounds</li> <li>- Oral blending</li> <li>- Beginning to read words containing phase 2 graphemes</li> <li>- Tricky words</li> </ul>                                                                                                                                                                                                                                                                      | <b>Little Wandle Letters and Sounds Revised</b><br><b>Phase 2</b> <ul style="list-style-type: none"> <li>- Phase 2 graphemes</li> <li>- Hears initial sounds</li> <li>- Oral blending</li> <li>- Reading cvc words</li> <li>- Tricky words</li> <li>- words with s /s/ added at the end</li> </ul>                            | <b>Little Wandle Letters and Sounds Revised</b><br><b>Phase 3</b> <ul style="list-style-type: none"> <li>- Phase 3 graphemes</li> <li>- Digraphs</li> <li>- words with double letters</li> <li>- Tricky words</li> <li>- Reading and writing longer words</li> </ul>                                                                                                                                                                                                                                                                                    | <b>Little Wandle Letters and Sounds Revised</b><br><b>Phase 3</b> <ul style="list-style-type: none"> <li>- Review phase 3 graphemes</li> <li>- words with double letters</li> <li>- longer words</li> <li>- words with two or more digraphs</li> <li>- words ending in -ing</li> <li>- compound words</li> </ul>                                   | <b>Little Wandle Letters and Sounds Revised</b><br><b>Phase 4</b> <ul style="list-style-type: none"> <li>- Short vowels CVCC, CCVC, CCVCC CCCVC and CCCVCC</li> <li>- longer words</li> <li>- compound words</li> <li>- Root words ending in: <ul style="list-style-type: none"> <li>- -ing, -ed /t/, -ed /id/ /ed/ - est</li> </ul> </li> </ul>                                                                                                                                                                                                                                     | <b>Little Wandle Letters and Sounds Revised</b><br><b>Phase 4</b> <ul style="list-style-type: none"> <li>- long vowel sounds CVCC, CCVC, CCVC, CCCVC, CCV and CCVCC</li> <li>- words ending -s /s,-s /z/, -es</li> <li>- longer words</li> <li>- Root word ending in: <ul style="list-style-type: none"> <li>- -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</li> </ul> </li> </ul>                                                                                                                                                      |
| <b>Literacy Focus</b>                            | To be able to form/write recognisable letters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Begin to be able to segment simple CVC words and spell them correctly.                                                                                                                                                                                                                                                        | To write simple CVC words and begin to write a simple caption                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Write captions and some writing sentences using a capital letter and full stop.                                                                                                                                                                                                                                                                    | Write phrases and sentences, beginning to use capital letters and full stops.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Write phrases and sentences that can be read by others. Some using narrative language.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Mathematics Focus</b><br><br>White Rose Maths | <b>Just Like me!</b> <ul style="list-style-type: none"> <li>- Matching the same</li> <li>- Comparing different</li> <li>- Sorting</li> <li>- Odd one out</li> <li>- Comparing amounts/size/mass/capacity</li> <li>- Using balance scales</li> <li>- Make simple patterns</li> </ul> <b>It's me 1,2,3</b> <ul style="list-style-type: none"> <li>- Representing 1,2,3</li> <li>- Comparing 1,2,3</li> <li>- Composition of 1,2,3</li> <li>- Subitising</li> <li>- Circles and triangles</li> <li>- Spatial awareness</li> <li>- Positional language</li> </ul> | <b>Light and dark</b> <ul style="list-style-type: none"> <li>- Counting, representing, building number 1-5</li> <li>- Shapes with 4 sides</li> <li>- Mark making</li> <li>- One more, one less</li> <li>- Ordering numbers</li> <li>- Combining shapes</li> <li>- Ordering routines</li> <li>- Positional language</li> </ul> | <b>Alive in 5</b> <ul style="list-style-type: none"> <li>- Introducing 0</li> <li>- Compare numbers to 5</li> <li>- Composition on 4 and 5</li> <li>- Compare mass</li> <li>- Compare capacity</li> <li>- Balancing numicon</li> <li>- Number bonds to 10</li> </ul> <b>Growing 6, 7, 8</b> <ul style="list-style-type: none"> <li>- Numbers 1-10 mainly 6, 7, 8</li> <li>- Making pairs</li> <li>- Using 10 frames</li> <li>- Composition of 6,7,8</li> <li>- Combining 2 groups</li> <li>- Length and height</li> <li>- Time and measuring</li> </ul> | <b>Building 9, 10</b> <ul style="list-style-type: none"> <li>- Numbers 1-10 mainly 9 and 10</li> <li>- Comparing numbers to 10</li> <li>- Number bonds to 10</li> <li>- 3D shapes</li> <li>- Pattern</li> <li>- Subitising</li> <li>- Counting</li> <li>- Composition</li> <li>- Sorting and matching</li> <li>- Comparing and ordering</li> </ul> | <b>To 20 and beyond</b> <ul style="list-style-type: none"> <li>- Subitising</li> <li>- Counting</li> <li>- Composition</li> <li>- Sorting and matching</li> <li>- Comparing and ordering</li> <li>- Number bonds 10-20</li> <li>- Counting patterns beyond 10</li> <li>- Spatial reasoning</li> </ul> <b>First, then, now</b> <ul style="list-style-type: none"> <li>- Subitising</li> <li>- Counting</li> <li>- Composition</li> <li>- Sorting and matching</li> <li>- Comparing and ordering</li> <li>- Adding more</li> <li>- Taking away</li> <li>- Spatial reasoning</li> </ul> | <b>Find my pattern</b> <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Sharing equally</li> <li>- Count to 100</li> <li>- Recognise the counting system</li> <li>- Explorer and represent patterns in number like odds and evens</li> </ul> <b>On the move</b> <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Count to 100</li> <li>- Recognise the counting system</li> <li>- Explorer and represent patterns in number like odds and evens</li> <li>- Adding more</li> <li>- Taking away</li> </ul> |
| <b>Understanding the World focus</b>             | <b>Woodland animals and Autumn</b><br><br>To know which animals live in woodland areas and to                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Celebrations</b><br><br>To know the changes from Autumn to Winter. To                                                                                                                                                                                                                                                      | <b>Polar regions</b><br><br>To understand the differences between the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Growing</b><br><br>To understand the life cycle of a chick and know which                                                                                                                                                                                                                                                                       | <b>Superheroes and Space</b><br><br>To understand the roles of people who work in the emergency services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Journeys and places around the world</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                         | <p>understand what nocturnal means. Compare old and new. To know the signs of Autumn.</p> <p> Protecting hedgehogs</p>                           | <p>know how and why people celebrate around the world.</p>                                                                                                                                                                                                                                                                            | <p>Arctic and Antarctica and know which animals who live there. To compare Inuit people to ourselves. To look at how and why ice melts and understand the signs of Winter.</p> <p></p> <p>Animal charity</p> | <p>animals live on the farm. To understand the different parts of a plant and understand how they grow. To know the signs of Spring.</p>                                                                                                          | <p>To know about outer space and the first moon landing.</p>                                                                                                              | <p>To know about different forms of transport and compare old and new. Look at features of our local area. To know and compare different ways of life in different countries.</p> |
| <b>Expressive Arts and Design Focus</b> | <p>To use simple tools and techniques competently and appropriately.</p> <p>Can create different things and talks about their uses.</p> <p></p> | <p>To create collaboratively, sharing ideas, resources and skills with other children. Paints things that they have observed, or images</p> <p><b>Enterprise Week (S1)</b></p> <p>To use joining and cutting skills to make a key ring</p> <p></p> |                                                                                                                                                                                                                                                                                                 | <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, from and function</p> <p>To share their creations, explain the process they have used</p> <p><b>STEM Project (Su2)</b></p> |                                                                                                                                                                           |                                                                                                                                                                                   |
| <b>Music Focus</b>                      | <p>To know the words to a range of songs and nursery rhymes</p> <p>To sing in a group, following a melody</p>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                       | <p>To listen attentively, moves to and talks about music, expressing how it makes them feel.</p> <p>To sing on their own, increasingly matching the pitch and following the melody.</p>                                                                                                         |                                                                                                                                                                                                                                                   | <p>To sing a range of well-known nursery rhymes and songs.</p> <p>To perform songs, rhymes, poems and stories with others, and try to move in time with music.</p>        |                                                                                                                                                                                   |
| <b>Physical Development Focus</b>       | <b>Me and Myself</b>                                                                                                                                                                                                              | <b>Movement development</b>                                                                                                                                                                                                                                                                                                           | <b>Dance</b>                                                                                                                                                                                                                                                                                    | <b>Fitness</b>                                                                                                                                                                                                                                    | <b>Ball skills + Throwing and catching</b>                                                                                                                                | <b>Fun and games</b>                                                                                                                                                              |
| <b>Curriculum Enhancement</b>           | <p>We will go on an Autumn walk around the school grounds. A woodland animal might visit our classroom and we will have a visit from SJM Falconry, the opportunity to learn about and handle owls.</p>                            | <p>We will go on nature walks and a stick hunt. Children will have the opportunity to bake a cake and we will perform a Nativity play with KS1</p>                                                                                                                                                                                    | <p>An egg is found in the classroom, and we will predict where it has come from. We will bake polar bear buns and explore ice.</p> <p>Our Enterprise week will focus on designing, making and selling a keyring</p>                                                                             | <p>We will have a visit from baby lambs and watch chicks hatch from eggs. We will have the opportunity to visit Church for Easter week.</p>                                                                                                       | <p>The Evil Pea gets up to mischief in the classroom and we will have real life superhero visitors. Children will come as superheroes for the day!</p>                    | <p>French day will focus around exploring French culture. We will also taste foods from around the world.</p>                                                                     |
| <b>Home Learning Opportunities</b>      | <p>You could go on a woodland walk and look for signs of Autumn or make a picture using natural materials</p>                                                                                                                     | <p>You could bake a cake together.</p> <p>You might talk about how you celebrate at home. Do you celebrate Eid? Do you celebrate Bonfire night? Do you celebrate Christmas?</p>                                                                                                                                                       | <p>You might experiment with floating and sinking with items around your house. You could freeze an object in ice and find the best way to melt the ice</p>                                                                                                                                     | <p>You might grow your own plant. Look for signs of Spring in your garden or the local area and even go on a bug hunt!</p>                                                                                                                        | <p>When eating at home, talk about healthy and unhealthy foods. You could ask someone at home what they do for their job, what would you like to be when you grow up?</p> | <p>Go on your own journey ANYWHERE! Visit the beach or a park, how did you get there? Bring in pictures and tell us all about your exciting journey</p>                           |
| <b>Foundations for Key Stage One</b>    | <ul style="list-style-type: none"> <li>- Links to habitats in Year 1 and 2 science</li> <li>- Links to Seasons in Year 1 science</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>- Links to Year 1 learning challenge topic 'Where in the world do I live?' and 'How</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Links to Year 1 Autumn LC Topic 'Where in the world do I live?'</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>- Links to plants in Year 1 and Year 2 science</li> <li>- Links to life cycles in Year 1 and Year 2 science</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>- Links to bodies/healthy lifestyle in Year 1 and 2 sciences</li> </ul>                                                            | <ul style="list-style-type: none"> <li>- Links to Year 1 LC Topic 'Where in the world do I live?' and and 'How has the</li> </ul>                                                 |

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|  | <ul style="list-style-type: none"><li>- Links to nocturnal and diurnal animals in Year 1 and 2 science</li><li>- Links to Year 2 Spring LC topic Who wears the crown (Victorian toys)</li></ul> <p><b>Vocabulary</b><br/>Autumn, habitat, nocturnal, woodland, old/new</p> | <p>has the Great Fire of London changed our country?</p> <ul style="list-style-type: none"><li>- Links to Year 1 RE 'Why does Christmas matter to Christians?'</li></ul> <p><b>Vocabulary</b><br/>Christmas, Advent, Nativity, celebration, Jesus, God</p> | <ul style="list-style-type: none"><li>- Links to animals in Year 1 and 2 science</li><li>- Links to Seasons in Year 1 science</li></ul> <p><b>Vocabulary</b><br/>Winter, Antarctica (South pole), Arctic (North pole), ocean, cold/hot</p> | <p><b>Vocabulary</b><br/>Life cycle, plant, Spring, Easter, growing</p> | <ul style="list-style-type: none"><li>- Links to Year 1 Summer 'People who help us' and 'healthy' PSHE topic</li></ul> <p><b>Vocabulary</b><br/>Healthy/unhealthy, space, Earth, emergency, job</p> | <p>Great Fire of London changed our country?</p> <p><b>Vocabulary</b><br/>Country, map, journey, local area, recycle</p> |
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