

KVPS Reception Curriculum 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me!	Let's celebrate!	Land Ahoy	Once upon a time	Let's grow	Minibeasts
WOW Experiences	Tour around the school Autumn walk Making bread	Diwali food tasting and activities Xmas party Nativity performance	Pirate dress up day Chinese New Year food tasting and activities Pancake Day	Spring walk World Book Day Porridge making	Growing beans/sunflowers Visit from Waitrose? Fruit kebabs Chicks	Minibeast hunt Real caterpillars Bug visitor Trip out of school
Main Texts	We're going on a bear hunt (T4W) The Giant Jam sandwich The Everywhere Bear The Little Red Hen Farmer Duck The Rainbow Fish	Story of Rama and Sita Stick man Dear Santa (T4W) Nativity story Wow said the Owl	The Pirate's are coming Mrs Pirate (T4W) Teatime for Pirates There's a monster in my book (innovate to There's a pirate in my book) The Runaway pancake Ten Little Pirates	Gingerbread man (T4W) Goldilocks and the 3 bears 3 Billy Goats Gruff Little Red Riding Hood A chair for baby bear Goldilocks and the 3 Teddy Bears Once Upon a Time	Jack and the beanstalk Jaspers beanstalk The Enormous Turnip (T4W) Oliver's Vegetables The Runaway Pea Where the wild things are The Odd Egg Non-fiction books-growing	The Very Hungry Caterpillar (T4W) Mad about Minibeasts Superworm The Teeny Weeny Tadpole What the ladybird heard The Weaver Non-fiction books-minibeasts
Role Play	Home/kitchen	Add birthday decorations and accessories to home corner Santa's workshop Doctors/baby clinic	Café/Chinese restaurant Pirate ship	3 bears cottage Bakery Hair salon fit for prince and princesses	Garden centre/flower shop Vets	Minibeast investigation lab

Personal, Social and Emotional Development	Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Children will learn to wash their hands independently. Children will learn to understand factors which support general health and wellbeing (sleep, diet, toothbrushing, physical activity, screen time, being a safe pedestrian) Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.	Self-Regulation Children will talk about how they are feeling and how we can consider others feelings. Managing Self Children will understand the need to have rules. Building Relationships Children will begin to develop friendships. Children will see themselves as a valuable individual.	Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Children will learn about how diet can affect health and wellbeing. Building Relationships Children will be able to use taught strategies to support in turn taking.	Self-Regulation Children will identify and begin to moderate their own feelings. Managing Self Children will begin to develop independence when dressing and undressing. Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.	Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will learn to think about the perspective of others.	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will understand the importance of healthy food and lifestyle choices. Building Relationships Children will have the confidence to communicate with adults around the school. Children will learn to work as a group.
Jigsaw RHSE	Being in My World Making friends. Learning school routines and rules Keeping safe at school/handwashing Making healthy food choices	Celebrating difference Getting on and falling out- how to deal with anger e.g. when someone has taken a toy/not sharing.	Dreams and Goals challenges and seeking help.	Healthy Me Feelings – looking at facial expression. Looking after our friends when things go wrong.	Relationships Relationships Being a Class Family, working as a team to help each other learn.	Changing me Changes -Transition to Year 1 – getting ready. How they could help next year’s new Reception class.

Physical Development	Gross Motor Children will learn to move safely in a space (walking and running). Fine Motor Children will develop their small motor skills to use a range of tools confidently, safely and competently. to use a tripod grip when using mark making tools.	Gross Motor Children will explore different ways to travel (skipping, hopping, rolling, crawling, climbing). Fine Motor Children will accurately draw lines, circles and shapes to draw pictures. Children will begin to develop the foundations of a handwriting style.	Gross Motor Children will be able to control a ball in different ways (rolling, throwing and catching). Children will develop balance, co-ordination, agility and body strength on a variety of equipment and for other physical disciplines (ongoing). Fine Motor Children will handle scissors and glue effectively.	Gross Motor Children will be able to control a ball with accuracy in different ways (rolling, throwing, catching, batting and aiming). Children will jump and land safely from a height. Fine Motor Children will use pencils for writing appropriately.	Gross Motor Children will progress towards a more fluent style of moving with developing control and grace. Fine Motor Children will hold scissors correctly and cut out small shapes.	Gross Motor Children will be able to play by the rules and develop coordination. Fine Motor Children will form letters correctly using a tripod grip. Children will develop a fast, accurate and efficient handwriting style.
	PE planning topic: Me, myself and I	PE planning topic: Movement development	PE planning topic: Ball skills	PE planning topic: Throwing and catching	PE planning topic: Dance	PE planning topic: Fun and Games
Communication and Language	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Children will engage in small group story times. Children will listen carefully to songs and rhymes, paying attention to how they sound. Speaking Children will talk in front of small groups and their teacher offering their own ideas. Children will develop social phrases eg Good morning. Children will begin to learn new vocabulary.	Listening, Attention and Understanding Children will begin to understand how and why questions. Children will learn rhymes, poems and songs. Speaking Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Listen to, and talk about stories, to build familiarity and understanding. Speaking Children will talk in sentences using conjunctions, e.g. and, because. Children will describe events in some detail (Christmas).	Listening, Attention and Understanding Children will retell a story when they know it well, some as exact repetition some in their own words. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will engage in non-fiction books and use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk to help work out problems, and organise thinking and activities, an to explain how things work and why they might happen.

Literacy	Reception Baseline Assessment will be completed for each child Comprehension Children will independently look at a book, hold it the correct way and turn pages. Children will join in with repeated refrains and key phrases. Word Reading Children will recognise their own name. To recognise Autumn 1 sounds and tricky words Writing Children will give meanings to the marks they make. Children will write letters from their name To copy taught letters To write initial sounds	Comprehension Children will engage and enjoy an increasing range of books. To engage in story times, joining in with repeated phrases and actions. Children will know what an author and an illustrator is. Word Reading Children will recognise Autumn 2 taught phonemes Begin to orally blend words To begin to read CVC words Writing Children will form taught letters correctly. Children will write their own name independently. Children will write CVC words	Comprehension Children will act out stories. Children will predict and anticipate key events. Children will suggest how a story might end. Word Reading Children will recognise Spring 1 taught phonemes and tricky words. Children will read simple captions and sentences. Writing Children will write words and labels representing the sounds with a letter/letters. Children will write their own name using correct letter formation.	Comprehension Children will be able to talk about the main characters in the books they are reading. To retell a story To follow a story without pictures or props Word Reading Children will recognise Spring 2 taught phonemes and tricky words. Children will read sentences containing multi- syllabic words. Writing Children will write simple sentences that can be read by an adult. Children will spell words using taught sounds. To spell some taught tricky words. To begin to write longer words which are spelt phonetically.	Comprehension Children will retell a story using vocabulary influenced by their book. Children will be able to answer questions about what they have read. Word Reading Children will recognise Summer 1 taught phonemes Children will read longer sentences containing taught sounds and tricky words. Writing Children will form most lower-case letters correctly and begin to form capital letters. To begin to use capital letters at the start of a sentence. To spell some taught tricky words correctly. Children will begin to read their work back. Children will write a simple sentence with a full stop.	Comprehension Children will use vocabulary linked to their experiences of books. Children will know the difference between different types of texts (fiction, nonfiction, poetry) Word Reading Children will recognise Summer 2 taught phonemes Children will read books matched to their phonics ability with confidence and fluency. Writing Children will form most lower-case letters correctly and to form some capital letters. To begin to write longer words and compound words which are spelt phonetically. To write sentences using a capital letter, finger spaces and full stop. To read their work back and check it makes sense.

Phonics Word reading	Auditory discrimination activities (Environmental Sounds, Instrumental sounds, Body percussion, Rhythm & rhyme, Alliteration). Teach set 1 sounds- m, a, s, d, t, i, n, p, g, o, c, k Word time 1.1 + 1.2 Oral blending with sounds taught so far	Recap previously taught set 1 sounds Teach set 1 sounds- u, b, f, e, l, h, sh, r, j, v, w, th, z, ch Teach tricky words: l, no, go, to, the, into Word time 1.3-1.5 Teach children to blend single letter sounds two sounds a week with a recap on Friday	Recap all previously taught set 1 sounds. Teach new set 1 sounds: qu, x, ng, nk, Introduce blending words containing 4/5 sounds and consonant blends (word time 1.6) Two sounds a week. Introduce hold a sentence session once a week. Recap all tricky words learnt so far. Teach new tricky words: he, she, we, me, be, my	Introduce Set 2 sounds – ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Recap blending words containing 4/5 sounds and consonant blends- continue onto word time 1.7 Recap all tricky words learnt so far. Teach new tricky words: you, are, her, was, all, they	Recap Set 2 Hold a sentence session twice a week. Recap all tricky words learnt so far	Consolidation of all set 1 and 2 sounds. Consolidation of phase 2 and 3 tricky words. Introduce some phase 4 tricky words.
Number	To recognise numbers 1-5. To begin to subitise to 3. To count forwards and backwards within 5. To tag each object with 1 number word when counting a group of up to 5. To group objects and representations according to a rule.	To count forwards and backwards within 10. To begin to explore composition of numbers to 5 e.g. through 'bunnies' game. To match numerals and amounts up to 5. To count out an amount from a larger group to 5.	To recognise 0. To subitise to 5 in regular patterns. To begin to explore number bonds to 5. To recognise numbers 0-10. To represent numbers 1-10 in different ways.	To begin to combine groups to find a total. To begin to explore number bonds to 10. To begin to write numbers to 10. To begin to use standard and non-standard units of measure in purposeful ways during play situations.	To know some numbers bonds to 5 To subitise to 5 and beyond in irregular patterns. To recognise numbers 0-20. To represent numbers 1-20 in different ways. To begin to learn doubling facts to double 5. To begin to use time to sequence events.	To know some number bonds to 10. To know some doubling facts to double 5. To begin to experiment with mark making to show their maths knowledge. To write numerals to 10.

Numerical Pattern	To compare small groups identifying which has more and less. To identify when groups have equal amounts. Count forwards and backwards within 5. To carry on a repeating pattern of 2 and 3 elements	To find one more of numbers to 5 To find one less of numbers to 5. To count to 10. Name 2D and some 3D shapes. To carry create their own repeating pattern of 2 and 3 elements	To count to 15. To count objects to 10. To compare numbers within 10. E.g. Understanding that 8 is a lot bigger than 3 but 3 is only a little bit bigger than 2. To order numbers to 10.	To count to 20. To begin to use prepositional language. To use language size and capacity To begin to recognise 3D shapes To identify one more and one less than any number within 10.	To count to 25. To combine groups to find a total (within 10). To begin to take away (within 10). To recognise and make simple patterns. To recognise some odd and even numbers.	To count beyond 30 identifying numbers to 100. To begin to learn doubling facts to double 5. To begin to share amounts between 2.
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Understanding the World	Past and present Children will talk about how they have changed since being a baby. People culture and communities Children will know about family structures and talk about who is part of their family. To identify similarities and differences between themselves and peers. The natural world To know about and recognise the signs of Autumn.	Past and present To know some similarities and differences between things in the past and now e.g. Remembrance Day, Bonfire night. People culture and communities To know that people around the world have different religions and celebrate in different ways. To talk about how Hindu's celebrate Diwali. To talk about the Christmas Story and how it is celebrated. The natural world Children will describe what they see, hear and feel whilst outside.	Past and present Children will look at toys from past and present. People culture and communities Children will talk about Chinese New Year To know about people who help us within the local community. To know that the emergency services exist and what they do. The natural world To know some important processes and changes in the natural world including states of matter e.g. freezing.	People culture and communities To know that Christians celebrate Easter. The natural world Learning about the habitats of different animal and the contrasting environments in which they live. Matching the animal to the correct habitat. To know some important processes and changes in the natural world including states of matter e.g. melting, floating and sinking. To know about and recognise the signs of Spring.	Past and present To talk about personal events in detail. People culture and communities Children will talk about the differences between life in this country and it's features, compared to those of an African country (Handa's Surprise) The natural world To know some important processes and changes in the natural world including states of matter e.g. melting, floating and sinking. Children will learn what plants need to grow	Past and present To compare and contrast characters from stories, including figures from the past. People culture and communities To draw information from a simple map. To confidently talk about their time in Reception. The natural world Children will observe real caterpillars and learning about the life cycle of a butterfly. Children will observe minibeasts in the outdoor area.
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Expressive Arts and Design	Being Imaginative To create simple representations of people and objects with drawing and painting tools. To explore different techniques for joining materials To recite a range of songs and rhymes. To experiment with different instruments and their sounds. Creating with Materials To use a wide range of construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. To name colours and experiment with mixing colours.	Being Imaginative To perform a song in the Christmas Performance To talk about whether the like or dislike a piece of music. To create musical patterns using body percussion. To use costumes and resources to act out narratives Creating with Materials To explore different techniques for joining materials (Glue Stick, PVA, Sellotape, treasury tags, pins)	Being Imaginative To build up a repertoire of songs To create musical patterns using untuned instruments. To begin to create costumes and resources for role play. Creating with Materials Children will safely explore different techniques for joining materials. To use colours for a particular purpose.	Being Imaginative Children will move in time to the music. To act out well known stories Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.	Being Imaginative Children will play an instrument following a musical pattern. Creating with Materials To be able to experiment with a range material, e.g. light, projected image, loose parts, clay, watercolours, powder paint and will communicate my discoveries and understanding (beanstalk) Children will learn about an artist and recreate their work.	Being Imaginative To share creations, talk about process and evaluate their work and begin to adapt work where necessary. To listen to poems and create their own. Creating with Materials Children will share creations, talk about process and evaluate their work. Children will learn about a different artist and recreate their work. Children will learn about and compare two artists.
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