


Class - Acorn		Year Group – Reception				Date 2025 - 2026	
	Autumn i 1 st Sept – 24 th Oct	Autumn ii 3 rd Nov – 19 th Dec	Spring i 5 th Jan – 13 th Feb	Spring ii 23 rd Feb – 27 th Mar	Summer i 13 th April – 22 nd May	Summer ii 1 st June – 20 th July	
Curriculum Drivers							
School Values	<i>Humility Tolerance (BV Mutual Respect & Tolerance link)</i>	<i>Unity/Togetherness (BV Mutual Respect & Tolerance link) Simplicity</i>	<i>Caring Honesty (BV Democracy link)</i>	<i>Co-operation (BV Rule of Law link) Understanding (BV Mutual Respect & Tolerance link)</i>	<i>Freedom (BV Rule of Law link)</i>	<i>Happiness Courage</i>	
Dates to be aware of							
Themes	Magical Me		The Magic Travel Machine	Dinosaurs Roar	Oats and Beans and Barley Grow	Oh I do Like to Be Beside the Seaside	
Memorable Experiences	Transitioning to School Trip to Pantomime		Perrygrove Steam Railway	Cardiff Museum	Ross Community Garden	Whole school beach trip	
Special Days	~ 1 st day of school ~ Exploring school environment ~ Harvest Festival ~ Autumn Walk	~ Bonfire Night ~ Children in Need ~ Remembrance Day ~ Christmas	~ New Year ~ Pancake Day	~ Easter ~ Mother's Day ~ World Book Day	~ Father's Day ~ Spring Walk	~ Sports Day	
Parental Engagement	SeeSaw (learning journal) Topic Web	SeeSaw Parent Evenings Nativity Performance and Carol Concert	SeeSaw Topic Web	SeeSaw Parent Evenings Topic Web	SeeSaw Class Assembly Nursery Visits Topic Web	SeeSaw Nursery Visits Topic Web Annual Report New Parents' Induction Evening	
Communication and Language	~ Knowing how to listen attentively ~ Sharing weekend news ~ Talking about ourselves and our families ~ Learning classmates names – through singing The Goodbye Song		~ Talking about journeys that we've made ~ Using imagination to create our own fantasy scenarios	~ Learning about the difference between fiction and non-fiction ~ Creating our own dinosaur characters and collaborative dinosaur stories	~ Talking confidently about change and why things happen ~ Expressing different emotions and when we may feel them	~ Sharing our own seaside experiences ~ Discussing how seaside experiences may have differed in the past	
Drama	Bringing stories around the theme of "Starting School" to life, using role play, games and freeze frames		Exploring different Paddington stories	Developing dialogue skills with "Harry and	Using the story of "The Very Hungry Caterpillar" as a	Discussing the theme of friendship through	

			and adventures through mime	his bucketful of dinosaurs” stories	starting point to act out different parts of life cycles	“The Rainbow Fish” and creating scenes based around being kind
PSED 	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	~ Seeing themselves as valuable individuals ~ Building constructive and respectful relationships ~ Expressing their feelings and considering the feelings of others		~ Showing resilience and perseverance in the face of challenge ~ Identifying and moderating their own feelings socially and emotionally		~ Thinking about the perspectives of others ~ Managing their own needs.	
Physical Development 	Personal Skills Focus ~ co-ordination (footwork) ~ static balance (one leg) Social Skills Focus ~ dynamic balance to agility (jumping and landing) ~ static balance (seated) Cognitive Skills Focus ~ dynamic balance (on a line) ~ static balance (stance)		Creative Skills Focus ~ co-ordination (ball skills) ~ counter balance (with a partner) Applying Physical Skills ~ co-ordination (sending and receiving) ~ agility (reaction and response) Health and Fitness Focus ~ agility (ball chasing) ~ static balance (floor work)		Swimming	Athletics (in preparation for Sports Day)
Literacy: Phonics 	~ Learning to recognise Phase 2 grapheme and to blend 3 graphemes together to read CVC words ~ Starting to learn to read some common exception words		~ Starting to learn Phase 3 graphemes at a rate of one per week ~ Class sharing a RWI story book once a week and learning to “Hold a sentence” and then write it		~ Continuing to learn Phase 3 graphemes and then consolidating previous phonic learning and extending through the reading and writing of longer words	
Literacy: Reading and Comprehension	~ Enjoying listening to and joining in with stories ~ Using language from stories ~ Understanding that print carries a message ~ Understanding that print is read from left to right and top to bottom ~ Making attempts to read and write ~ Identifying familiar signs and labels ~ Participating in rhyming games ~ Counting or clapping syllables ~ Recognising initial sounds ~ Saying the sounds for individual letters			~ Reading simple phrases and sentences ~ Enjoying a range of books ~ Knowing that information can be retrieved from books ~ Retelling simple stories ~ Describing settings, events and characters in some detail ~ Using vocabulary that has been heard in books ~ Developing phonological awareness ~ Showing familiarity with rhyming and beginning sounds ~ Reading some high-frequency words ~ Beginning to blend and segment sounds		
Literacy: Writing	~ Making marks with a purpose ~ Producing some letter-like forms that resemble writing in some way ~ Making distinct marks that look like letters and that are separated from each other ~ Writing some actual letters, particularly in own names			~ Enjoying writing for a variety of purposes ~ Writing own name ~ Holding a pencil correctly ~ Beginning to form letters accurately		

	<ul style="list-style-type: none"> ~ Trying different kinds of emergent writing (eg. in role play area) ~ Starting to draw pictures and label them 	<ul style="list-style-type: none"> ~ Knowing the sounds that letters make and beginning to write words based on how they sound ~ Beginning to write simple sentences with correct grammar 			
<p>Literacy: Key Text Types</p>	<p>The Kissing Hand Mood Monsters The Paper Dolls Poem: I'm Glad I'm Me!</p> <p>Weekly Recount – weekend news</p>	<p>Through the Magic Mirror The Magic Bed On The Way Home The Shopping Basket Penguin Small</p> <p>Fantasy Writing Lists Story Maps Shape Poems</p>	<p>The Dinosaurs of England Bumposaurus Dinosaur Roar Harry and his Bucketful of Dinosaurs Poem: The Dinosaur Den</p> <p>Facts Labelling Making film trailers Rhyming Couplets Similes</p>	<p>Oi Frog! Tadpole's Promise The Ugly Duckling The Tiny Seed Once there were giants</p> <p>Acrostic poems Letters Rhyming couplets Labelling Book Review Booklets Seed packets Explanations</p>	<p>The Sand Horse Meerkat Mail The Rainbow Fish Tiddler – The Storytelling Fish</p> <p>Story writing Address labels Lists Postcards Facts Cloze procedure Recount Senses Poem</p>
<p>Mathematics</p> 	<ul style="list-style-type: none"> ~ Identifying when a set can be subitised and when counting is needed ~ Subitising different arrangements, both unstructured and structured ~ Making different arrangements of numbers within 5 and talking about what they can see, to develop their conceptual subitising skills ~ spotting smaller numbers 'hiding' inside larger numbers ~ Connecting quantities and numbers to finger patterns and exploring different ways of representing numbers on fingers ~ Hearing and joining in with the counting sequence, seeing that each number is made of one more than the previous number (like a staircase) ~ Developing counting skills and knowledge including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds ~ Comparing sets of objects by matching ~ Beginning to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> ~ Continuing to develop subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals ~ Beginning to identify missing parts for numbers within 5 ~ Exploring the structure of the numbers 6 and 7 as '5 and a bit' and connecting this to finger patterns and the Hungarian number frame (rekenrek) ~ Focussing on equal and unequal groups when comparing numbers ~ Understanding that two equal groups can be called a 'double' and connecting this to finger patterns ~ Sorting odd and even numbers according to their 'shape' ~ Continuing to develop understanding of the counting sequence and linking cardinality and ordinality through the 'staircase' pattern ~ Ordering numbers and playing track games ~ Joining in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> ~ Continuing to develop counting skills, counting larger sets as well as actions and sounds ~ Exploring a range of representations of numbers and seeing how doubles can be arranged ~ Comparing quantities and numbers, including sets of objects which have different attributes ~ Continuing to develop a sense of magnitude – eg. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 ~ Beginning to generalise about 'one more than' and 'one less than' numbers within 10 ~ Continuing to identify when sets can be subitised and when counting is necessary ~ Developing conceptual subitising skills including when using a rekenrek (Hungarian number frame) 		

<p>Understanding the World</p> <p>Past and Present</p>	<ul style="list-style-type: none"> ~ Discussing past and present events in our own lives ~ Comparing modern vs. Victorian kitchens ~ Learning about The Christmas Story 	<ul style="list-style-type: none"> ~ Sharing journeys we have made in the past 	<ul style="list-style-type: none"> ~ Understanding that dinosaurs lived a long time before people and are now extinct 	<ul style="list-style-type: none"> ~ Comparing what we can do now with what we could do when we were babies 	<ul style="list-style-type: none"> ~ Discovering Victorian seaside experiences
<p>Understanding the World</p> <p>People, Culture and Communities</p>	<ul style="list-style-type: none"> ~ Comparing school environment with nursery environments ~ Recognising that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> ~ Understanding how different cultures around the world use different modes of transport ~ Learning what people wear in hot/cold countries 	<ul style="list-style-type: none"> ~ Discovering where in the world crocodiles and alligators live 	<ul style="list-style-type: none"> ~ Understanding that adults (including our parents) do a variety of different jobs 	<ul style="list-style-type: none"> ~ Recognising coastal areas on a map ~ Understanding that the emergency services exist (eg. coastguard) and what they do
<p>Understanding the World</p> <p>The Natural World</p>	<ul style="list-style-type: none"> ~ Naming parts of the body – inside and out ~ The 5 Senses ~ Autumnal changes 	<ul style="list-style-type: none"> ~ Learning about animals in their natural habitats 	<ul style="list-style-type: none"> ~ Investigating herbivores vs. carnivores ~ Comparing crocodiles and alligators 	<ul style="list-style-type: none"> ~ Exploring Life Cycles ~ Matching baby and parent animals ~ Observing plants grow and caterpillars developing into butterflies ~ Comparing Spring and Autumnal matchboxes 	<ul style="list-style-type: none"> ~ Learning about animals that live in the sea ~ Experimenting with floating and sinking
<p>Expressive Arts and Design</p> <p>Creating with Materials</p>	<ul style="list-style-type: none"> ~ Painting self-portraits ~ Creating collage fruit and vegetables ~ Experimenting with firework pictures ~ Drawing old-fashioned family portraits ~ Making Christmas crafts 	<ul style="list-style-type: none"> ~ Designing our own flags ~ Painting habitats ~ Making hot air balloons 	<ul style="list-style-type: none"> ~ Making Plaster of Paris dinosaurs ~ Creating salt dough fossils ~ Baking cheesy dinosaurs 	<ul style="list-style-type: none"> ~ Painting symmetrical butterflies ~ Exploring and recreating Van Gogh's sunflowers ~ Baking frog cakes 	<ul style="list-style-type: none"> ~ Creating ocean boxes ~ Designing and sewing felt fish ~ Sculpting with wet sand
<p>Expressive Arts and Design</p> <p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> ~ Role-playing: The Home Corner ~ Experimenting with percussion sounds ~ Tapping out syllables in our names ~ Singing and performing in a group – Harvest & Nativity 	<ul style="list-style-type: none"> ~ Role-playing: Travel Agents ~ Singing: The Magic Travel Machine 	<ul style="list-style-type: none"> ~ Role-playing: Dinosaur Park ~ Singing: 5 Dinosaurs (and adding percussion sounds) 	<ul style="list-style-type: none"> ~ Role-playing: Garden Centre ~ Singing: English Country Garden 	<ul style="list-style-type: none"> ~ Role-playing: Beach Café ~ Singing: Under the Sea