Early Years Foundation Stage
RECEPTION CURRICULUM OVERVIEW 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Teaching & Learning						
Achievosaurs	The *Characteristics of Effective Teaching and Learning* support children's learning across all areas. They are the underlying learning attitudes and behaviours that promote lifelong learning. These characteristics should be made explicit to children, however, educators encourage, model and promote all of these throughout the year.					
	Playing and Exploring		**Active Learning**		**Creating & Thinking Critically**	
	• *Explorosaurus* encourages children to investigate and experience things and have a go		• *Tryosaurus* encourages children to concentrate and keep on trying if they encounter difficulties and enjoy achievements		• *Thinkosaurus* encourages children to have and develop their own ideas, make links between ideas, and develop strategies for doing things	
Personal, Social and Emotional Development (Jigsaw)						
Jigsaw	Practitioners develop trusting relationships with every child by being present and emotionally available. They should respond to and try to understand children's feelings to establish a sense of safety and security. Learning environments have consistent routines and offer opportunities for children to make choices, assert themselves, take and manage risks and to become more independent.					
	Autumn 1 **Being Me in My World** • Who…Me? • How am I feeling today? • Being at school • Gentle hands • Our responsibilities	**Autumn 2** **Celebrating difference** • What am I good at? • I'm Special, I'm Me! • Families • Houses and Homes • Making Friends • Standing up for yourself	**Spring 1** **Dreams and goals** • Challenge • Never giving up • Setting a goal • Obstacles and support • Flight to the future • Award Ceremony	**Spring 2** **Healthy Me** • Everybody's body! • We like to move it, move it • Food, glorious food • Sweet dreams • Keeping clean • Stranger Danger	**Summer 1** **Relationships** • My family & me! • Make friends, make friends, never ever break friends • Falling out and bullying • Being the best friend we can be	**Summer 2** **Changing Me** • My body • Respecting my body • Growing up • Fun & Fears pt 1 • Fun & Fears pt 2 • Celebration

Physical Development

GetSet4PE

Children have access to outdoor areas every day where they have the freedom to be as physical as they can be. Opportunities are created for children to take safe risks and build their confidence in a range of movements. Children have access to a variety of equipment that they can lift, transport and organise on their own, such as den making materials.

Introduction to PE (Unit 2)	Fundamentals (Unit 2)	Gymnastics (Unit 2)	Dance (Unit 2)	Ball skills (Unit 2)	Games (Unit 2)

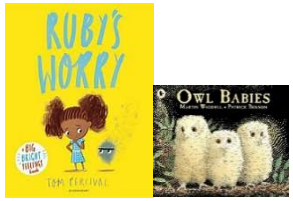
Finger Gym

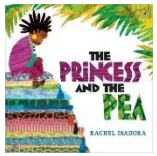
Throughout the year children are afforded a variety of opportunities to develop their fine motor skills using at activities requiring small hand movements within the environment. Interesting experiences, such as cooking and gardening, which involve using tools provide further opportunities to develop precision and control in small movements.

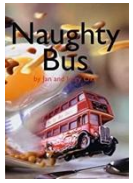
Literacy, Communication & Language

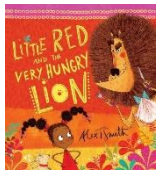
Core Texts & Inside out stories

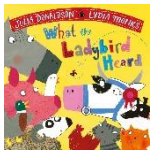
Oral language is key to children's development. Children develop a rich vocabulary through exposure to high quality texts and quality interactions in the environment. Children are provided with a wide range of reading experiences, including fiction, non-fiction, rhymes and poems, to develop their love of reading, curiosity and wonder of the world around them. They are read to daily which improves their listening and attention. Practitioners support children's language development by listening, asking open questions, commenting, repeating, rephrasing, extending, adapting, and valuing non-verbal communication. They model language structures and talk with children about their favourite books. Children are also given the opportunity to compose texts for a range of audiences and purposes. Adults model writing and explain your thinking and decision making to help children understand and copy the writing process. The environment encourages storytelling and resources are available for children to invent their own stories.

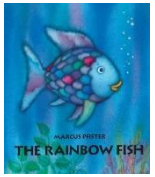


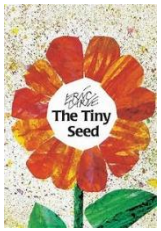












Insidei out stories	**Owl Babies** *Martin Waddell* Narrative: Oral Retell **Ruby's worry** Narrative: Discuss worry. Mark making – draw your worry	**The Little Red Hen** Narrative: Oral Retell **Rama and Sita: The story of Diwali** *Malachy Doyle* Narrative: Oral Retell	**The Little Green Dinosaur** Narrative: Oral Retell **First Facts Dinosaur** Non-fiction: Fact file	**Naughty Bus** *Jan & Jerry Oke* Narrative: Oral Retell **The Princess and the Pea** *Rachel Isadora* Recount: Class trip to Buckingham (or other) Palace/castle	**Little Red and The Very Hungry Lion** *Alex T. Smith* Narrative: Oral Retell **What the Ladybird Heard** *Julia Donaldson* Narrative: Retell	**The Rainbow Fish** *Marcus Pfister* Narrative: Oral Retell **The Tiny Seed** *Eric Carle* Narrative: Label a plant
RHyme time	Children learn a bank of poems and rhymes throughout the year mostly linked to the theme of the core texts. These are highlighted in Rhyme/Poem of the Week, recited daily to support the acquisition of language skills and shared with families for effective home learning.					
	Pat-A-Cake (Nursery revisit) **Hey Diddle Diddle** **Hickety Pickety My Red Hen**	***Miss Polly had a Dolly*** ***Wind the Bobbin Up*** **Jingle Bells** (Nursery revisit)	***Twinkle Twinkle Little Star*** (Nursery revisit) **Down at the Station** **Horsey, Horsey Don't You Stop**	**The Grand Old Duke of York** **The Wheels on the Bus** **Zoom, Zoom, Zoom** (Nursery revisit)	**Dingle Dangle Scarecrow** **Jack and Jill** **Old Mcdonald had a Farm** (Nursery revisit)	**Row, Row, Row Your Boat** **A sailor went to Sea** **1, 2, 3, 4, 5 Once I Caught a Fish Alive** (Nursery revisit)
Mathematics						
	Children are offered frequent and varied opportunities to develop their grounding in number in the environment using a range of resources. Practitioners observe what children are doing during play and make links to numbers in context to make numbers real and meaningful. They encourage children to use mathematical language. Practitioners also help children to make connections and notice patterns in the natural world and in daily routines.					

White Rose	**Match sort & compare** • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts **Talk about measure and pattern** • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns	**It's Me, 1,2,3** • Find 1,2 & 3 • Subitise 1, 2 & 3 • Represent 1, 2 & 3 • 1 more • 1 less • Composition of 1, 2 & 3 **Circles & triangles** • Identify & name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position **1,2,3,4,5** • Find 4 & 5 • Subitise 4 & 5 • Represent 4 & 5 • 1 more • 1 less • Composition of 4 & 5 • Composition 1 – 5 **Shapes with 4 sides** • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night	**Alive in 5!** • Introducing zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising **Mass & Capacity** • Compare mass • Find a balance • Explore capacity • Compare capacity **Growing 6, 7 & 8** • Finding 6, 7 & 8 • Represent 6, 7 & 8 • 1 more • 1 less • Composition of 6, 7 & 8 • Make pairs – odd & even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising	**Length, height & time** • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time **Building 9 & 10** • Find 9 & 10 • Compare 9 & 10 • Represent 9 & 10 • Conceptual subitising of 9 & 10 • 1 more • 1 less • Composition of 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd **Explore 3D shapes** • Recognise and name 3D shapes • Find 2-D shapes within 3-D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment	**To 20 and beyond** • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns **How many now?** • Add more • How many did I add? • Take away • How many did I take away? **Manipulate, compose & decompose** • Select shapes for purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes	**Sharing and grouping** • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles **Visualise, build & map** • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar models • Create own maps and plans from story situations **Make connections** • Deepen understanding • Patterns and relationships **Consolidation**

Understanding the World						
	Children are frequently offered a range of experiences and interactions to help develop their sense of self, place and time. Resources offered to children in the environment should reflect the diversity children experience in their local and wider community. The sharing of non-fiction texts, high-quality story books and poems and rhymes provides further opportunities for children to develop their language and an understanding of the world around them.					
	What's Your Story? All About Me & My Family	**Why does it happen?** Toys & Celebrations	**How Has it Changed?** Dinosaurs, Transport, Kings & Queens		**Where Could Your Book Take You?** Plants & Animals & Around the World	
Big Questions	• Class Name Project • Seasonal Walk, linked to the story *Leaf Man,* by Lois Ehlert • Family histories/trees linked to the story *Owl Babies* • Organise life events into a basic chronology • *A is for Africa,* by Ifeoma Onyefulu • Making flour with mortar and pestle – use this to make bread	• Mentos reaction experiment • Diwali linked to the story *Rama and Sita,* by Malachy Doyle • Remembrance Day: Walter Tull (footballer and soldier), linked to the story *Where the Poppies Now Grow,* by Hilary Robinson • *The Christmas Story,* by Ian Beck • *Christmas* Church service; meeting the vicar of the local church	• Salt-dough fossils • Sound vibrations of a dinosaur roar • *First Big Book of Dinosaurs,* National Geographic Kids • National History Museum (dinosaurs) • Seasonal Walk • Joseph Clough – London's first black bus driver • Local bus ride	• Queen Charlotte – Britain's first black queen (clothing) • Dress up day linked to the story *Princess Kevin,* by Michael Escoffier • Buckingham Palace • Looking at photos of the community from the past • Mapping places of significance in our community • Seasonal Walk • Science Museum • Mae C. Jemison – the first black female astronaut, linked the story *Look Up,* by Nathan Bryon • *What is a star?* by Katie Daynes • Exploring shadows Mapping the earth, moon, sun and stars	• Hackney City Farm • Mapping a farm, linked to the story *What the Ladybird Heard* by Julia Donaldson • Growing grass heads • Wilfred Emmanuel-Jones, founder of The Black Farmer • Chick-Hatching Project (biennial) • A day in the life of a vet in London compared to country UK and UK compared to Africa • London Zoo	• Coral reefs, linked to the non-fiction text *Coral Kingdom*, by Laura Knowles • How do fish breathe? Gills experiment • Draw and label a diagram of a fish • *Explore My World: Lions,* National Geographic Kids • *One Day on Our Blue Planet: In Antarctica,* by Ella Bailey • Exploring melting (ice) • Comparing life in Antarctica and under the sea to where we live • Seasonal Walk • Beach Trip
Celebrations	• Black History Month	• Diwali • Harvest Festival • Remembrance Day • Hanukkah • Thanksgiving • Guy Fawkes Night • Christmas	• Chinese New Year • Valentine's Day	• Mother's Day • World Book Day • International Women's Day • British Science Week • World Poetry Day • Easter	• Earth Day • Eid Al-Fitr • Bastille Day	• Pride Month • Father's Day

Expressive Arts and Design						
RolePlay	Role Play resources should include a wide range of interesting and beautiful found materials. A range of fabrics, fastenings and accessories can have more potential for creativity and imagination than traditional dressing-up costumes. Pretend play and activing out stories offers children an opportunity to extend their language.					
	Home Corner	**Home Corner with a Birthday Party**	**Station**	**Castle**	**Farm Shop**	**At the Seaside**
Charanga	The environment should be full of rich and spontaneous music making across the areas of learning, including an area/box that children can access independently to explore and create their own music. Throughout the year children are given multiple opportunities to perform to a wider audience including for the Nativity and Mother's Day.					
	Me!	**My Stories**	**Everyone!**	**Our World**	**Big Bear Funk**	**Reflect, Rewind & Replay**
	The focus of Art and Design is on the experience rather than a defined outcome. Children's responses or representations will reflect their unique imaginations and creativity and this should be welcomed. Children are provided with regular and varied opportunities to view and respond to art including a visit to an Art Gallery. In the environment children should be provided with a range of open-ended materials, that are well-organised, safe and accessible, allowing them express themselves by choosing what they want to use. Practitioners should support children by encouraging talk about the process and using rich descriptive language about what they can see happening and modelling specific skills.					
Art & Design	**Class Name Project** **Collage** • Collaborative large-scale Autumn nature picture inspired by artist Andy Goldsworthy **Printing** • Making footprints: our footprints and African animals linked to the celebration of Black History Month	**Drawing / Painting** • Draw and paint using a variety of tools to develop precision and control linked to the story *The Dot,* by Peter H. Reynolds and inspired by the artist Yayoi Kusama **Textiles:** • Sock puppet story characters with the introduction of the glue gun as a technique for joining **Digital Media** • Take a photograph to capture a moment as in a celebration or a series of photos to show a process such as cooking	**3D / Painting** • Paper Mache dinosaur eggs with painted patterns **Painting** • Colour-mixing to colour-match and create still life pictures of Spring flowers linked to the story *Mixed: A World of Colour,* by Arree Chung **3D / Digital Media** • Junk modelling a bus with moving wheels and take photos of bus in different locations to turn into a video/animation	**Painting / Collage** • Mixed media artwork inspired by artist Vincent Van Gogh's 'Starry Night' and linked to the story *Katy's Starry Night,* by James Mayhew **3D / Printing** • Junk modelling a castle using tape to join materials and using the press print technique to decorate	**3D / Drawing** • Create a wooden frame by using a saw to cut and a glue gun to join and add a meaningful drawing **Painting / Collage** • Colour-mixing to match to the four seasons and collage into a poster, linked to the story *Henri's Scissors,* by Jeanette Winter and inspired by artist Henri Matisse **3D** • Clay / plasticine / salt dough sculpture of a farm animal	**Textiles** • Design and sew a mermaid costume for a doll linked to the story *Julian is a Mermaid,* by Jessica Love and the celebration of Pride **Individual Project**

LDBS	Religious Education (see LDBS RE)					
	Who Made the Wonderful World? What is precious to you? How do Christians believe the world began? What is special about the natural world? What makes us unique? What and who do Christians believe is precious to God? Why is Harvest important?	**Why is Christmas Special for Christians?** How do people prepare for the birth of a baby? How did Mary know she was going to have a baby? How did Mary and Joseph feel about having a baby? How do Christians prepare for the special day of Christmas? What story do Christians remember at Christmas and why? Why is Christmas special for Christians?	**Why Do Christians Believe Jesus is Special?** Who Is special to You? Who Is particularly special to Christians? Why do Christians believe that they are special to Jesus? What made Jesus a special child for Christians? What made Jesus a special grown up? What does Jesus teach Christians?	**What is So Special About Easter?** What was the donkey's special job? What was special about Jesus' meal with his friends? Why did Jesus go to a special garden? Why is the cross special? What is special about the stone? What is so special about Easter?	**What makes a place special?** Which places are special to you and why? Why might a church be special to some Christians? Why might a mosque be special to some Muslims? What do all places of worship have in common?	**What can we learn from stories?** What does the Christian story of The Good Samaritan teach us? What does the Christian story of The Wise and Foolish Builders teach us? What does the Jewish story of Moses teach us? What does the Jewish story of Hanukkah teach us? What does the Islamic story of The Prophet and the Ants teach us? What does the Islamic story of The Boy who Threw Stones at Trees teach us?