



RECEPTION CURRICULUM OVERVIEW

January 2026

Dear Parents/Carers,

We are looking forward to an exciting and fun start to 2026. The children have now completed their first term at school! We are very impressed with how quickly the children are developing their reading, writing and using number skills. They have grown in confidence and are more than ready for the learning to come.



Topics

Next half term our topics will be '**Mythical Creatures and Me!**' and '**What Job Do You Do?**'.

The children will share their imaginative ideas about monsters and other mythical creatures they will be learning about; what they look like, games they play, what they eat and where they live. We will use these ideas to begin making our fantastic monster role play areas. The children will produce creative art work and write about the monsters they have created. In the coming weeks we will launch into the topic 'What Job Do You Do?' The children will learn about the work people in their local community do. As well as learning about the local community the children will talk about their aspirations for the future and what job they would like to do when they grow up.

Phonics

We continue teaching phonics daily to support the reading of words, using the 'Read Write Inc' phonic programme. We continue to revisit previously taught sounds and apply these to read words and simple sentences. We will teach new sounds (phoneme) or the letter (grapheme) and practice recognising them when looking at books in order to read and write simple words.

Reading

Your child will bring home a guided reading worksheet or book once they have begun blending sounds to read words. These will have been shared in class and the children will celebrate their reading at home with you. They will also bring home a library book which they have chosen themselves. Please spend time with your child enjoying these. **It is very important that your child's book bag contains their guided reading books and reading diary daily so that they can be changed when the class teacher has read with them** and so the class teacher can read your comment to find out how your child got on.

We also recommend that you register with Oxford Owl where you can access ebooks and browse by age and/or level, selecting a book per week <https://home.oxfordowl.co.uk/reading/free-ebooks/>.

Voluntary Contribution

Thank you very much to those of you who have supported our request for a voluntary donation of £5 per term to support our 'Baking and making' learning opportunities. This money is spent on cooking ingredients, play dough equipment and consumable resources.

PE kits need to be left in school and must include plimsolls. Every item needs to be clearly labelled with your child's name.

Donations

Please can you save your cardboard boxes, rolls, plastic bottles and bring them to school for children to make models with. Additionally, if you have any old keys, pots and pans, dressing up clothes, cushions and dressing up clothes for outside, then please speak to your class teacher, we are always on the lookout for objects and materials.

Thank you for your continued support.

Katie Peradigou
EYFS Leader



Curriculum Overview Spring 1, 2025-2026

LEARNING INTENTIONS	WAYS TO HELP AT HOME
Communication & Language <ul style="list-style-type: none"> ● LA&U Knows many rhymes, able to talk about familiar books and able to tell a long story. ● LA&U To express a point of view and debate, using words as well as actions. ● S Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. ● S Use new vocabulary in different contexts. ● LA&U Engage in non-fiction books. 	<ul style="list-style-type: none"> ● Talk about something you did together. Model using new words and encourage your child to use the new words in a sentence. ● Play 'Simon Says' e.g. stand on one foot and put your hands on your head. ● Give messages or instructions for a special job e.g. Take the present into the kitchen and hide it under the table. ● Use sequencing words with emphasis in your own day to day activities. I.e. <i>"Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had 2 pieces of fruit after lunch"</i>.
Personal, Social and Emotional <ul style="list-style-type: none"> ● BR Work and play cooperatively and take turns with others; ● BR Form positive attachments to adults and friendships with peers; ● BR Show sensitivity to their own and to others' needs. ● MS Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; ● MS Explain the reasons for rules, know right from wrong and try to behave accordingly; ● MS Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ● SR Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; ● SR Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; ● SR Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ● Learn about Osidge Superhero Values linking to British Values - Captain Care, Major Respect, Admiral Appreciation, Doctor Determination. 	<ul style="list-style-type: none"> ● Go to the bakery and support your child to ask for an item that they would like from behind the counter. Ask them to explain why this is their choice. ● Make homemade cards, presents and pictures to give to friends and family. Talk about how this makes the other person feel happy. ● When visiting local shops, identify the different jobs that people might be doing and why every job is important.
Physical	

<ul style="list-style-type: none"> ● GMS Develop movement balancing riding and ball skills. ● PD MS Increasingly independent as they get dressed and undressed. ● FMS Uses a comfortable grip with good control when holding pens and pencils. ● PD MS Increasingly independent in meeting their own care needs e.g. brushing teeth, using toilet, washing hands. ● PD Making healthy choices about food, drink, activity and toothbrushing. ● FMS Develop the foundations of handwriting style that is fast, accurate and efficient. 	<ul style="list-style-type: none"> ● Discuss day to day routines and how they keep you healthy. E.g. It is important to brush your teeth so that they do not decay. ● Cooking and gardening – explore using different tools e.g peeler, grater, whisks, trowels, shovels and spades. ● Practice writing the letters of the alphabet for 5 minutes each day. ● Children to practice independently putting their own pyjamas on at bed time.
Literacy	<ul style="list-style-type: none"> ● Share books and talk about what happened, where it happened and who was in the story. ● Write for a purpose. E.g. Ask your child to help you write a shopping list, a telephone message or a greetings card. ● Ask children to spot digraphs they have learnt in words around them (i.e. <u>sh</u>op)
<ul style="list-style-type: none"> ● C Engage in extended conversations about stories, learning new vocabulary. ● W Write some letters accurately. ● WR Read some letter groups that each represent one sound and say sounds for them. ● WR Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. ● WR Spell words by identifying the sounds and then writing the sound with the letter/s. 	
Maths	<ul style="list-style-type: none"> ● Talk about your day. E.g Tomorrow morning we will get dressed then go to the shops. After lunch, at 2 o'clock in the afternoon we will go to our friend's house. ● At dinner time ask 'How many carrots do you and I have all together? Can you find the total?' ● Count total of objects and add them up e.g. I have 5 buttons on my coat and you have 4 buttons. What is the total? ● Make some toast. Take it out early/leave it in too long. Discuss; 'it needs a little more time', 'it's been in the toaster too long', 'I think it's been in the toaster the right amount of time'. How do we know? Discuss what you see.
<ul style="list-style-type: none"> ● N NP Explore the composition of numbers to 10. ● N Numbers within 8: Comparing numbers to 5; Zero; Composition of 4 and 5; 6,7 and 8 and making pairs. ● N Addition and Combing 2 groups. ● NP Capacity/Mass/Time: Comparing capacity; Comparing mass; Comparing length and height; Time 	
Understanding the World	

<ul style="list-style-type: none"> ● PC&C - Knowledge (Epistemology). How do we know? How do we know this (about ourselves and reality more generally)? (AT) <ul style="list-style-type: none"> ○ Can learn and use new vocabulary such as question, faith, special, artefact, knowledge and epistemology. ○ Can describe artefacts from two different religion and worldviews. ○ Can ask a range of questions about artefacts from different religion and worldviews. (e.g. item, object, live person, food, clothing) ○ Can explore different ways of finding answers to questions about artefacts. (e.g. asking a person, internet, books, etc.) ○ Can reflect on what objects may be special to them and why. ● PC&C Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● PC&C Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ● PC&C Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ● PP&C Show interest in different occupations. ● P&P Talk about the lives of the people around them and their roles in society. ● P&P Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ● P&P Understand the past through settings, characters and events encountered in books read in class and storytelling. ● TNW Using their senses in hand-on exploration of natural materials. ● TNW Explore collections of materials with similar and/or different properties. ● TNW Talk about what they see using a wide vocabulary. 	<ul style="list-style-type: none"> ● Talk about similarities and differences between their family and friends. Eg <i>“Grandad can speak English and Italian and he likes dancing. You speak English and you like dancing too”</i>. ● Go on a local walk and discuss/observe the changes to the local environment. E.g. old and new buildings, the arrival of new shops, the weather. ● Plant some seeds or bulbs and water them to help them grow. Observe the changes over time. ● Ask the people around you about their jobs. What can you find out about the jobs that they do? ● Go for a local walk and see if you can identify the different jobs that people do around you.
Expressive Arts and Design	

- **CM** Draw with increasing complexity and detail.
- **CM** Use drawing to represent ideas like movement or loud noises.
- **CM** Show different emotions in their drawings and paintings (i.e. happy, sad).
- **CM** Return to build on their previous learning, refining ideas and developing their ability to represent them.
- **CM** Create collaboratively sharing ideas, resources and skills.
- **BI&E** Develop storylines in their pretend play.
- **Musician(s)/ composers:** *Joanna Mangona (Charanga)* **Music style(s):** *Call & Response*

- Draw a design and use junk to make it. Talk about how the model was made and what it can do.
- Give the children the opportunity to join materials (i.e. recycling materials) using glue, tape, folding.
- Use toys to tell made up stories together.
- Encourage children to choreograph their own dance moves to songs you play at home.

