

# Curriculum Overview Reception

## Pentecost Term 1 2026

### Theme: Ticket to Ride!



Please find below information about what your child will be learning this term. If you would like more information speak to your child's teacher.

#### Religious Education

**Hear** Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47).

**Believe** Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community

**Celebrate** Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate

**Live** The parish church and the parish family meet there to celebrate

**Vocabulary:-** Heaven, Holy Spirit, Fire, Wind, Languages, Fruits, Church, Tabernacle, Family, Community, Pray, Share, Good News.

#### Communication and Language

Use long and detailed sentences. For example, "We went to the park but we came home because Joe hurt himself." Retell how the story started, the main happening, and how it ended. Comment about what they have heard and asks questions to clarify their understanding. Understands humour - Openly listens to other points of view.

Can follow two-part instructions. Is able to make up own stories

#### Personal Social and Emotional Development

Work co-operatively as part of a group or class. Make active choices they contribute to a respectful learning environment and show levels of empathy for others.

Remain absorbed in activities, including class inputs, for an appropriate period of time. Typically manage themselves well in new situations, being aware of risks.

Manage own hygiene and personal needs successfully. Dress and undress independently. Show secure understanding of the value of exercise, eating well, sleeping and hygiene to look after their bodies and minds. Build constructive and respectful relationships. Reliably turn take and share fairly. Take account of others' ideas about how to organise a game of activity.

#### Physical Development

**Gross Motor:** Develop a ranges of ball and throwing skills (using hands and feet). Follow rules to play team games Further develop skills in jumping by jumping in different directions, speeds, height, or distance. Learn to skip with a rope. Walk backwards. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

**Fine Motor:** Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

#### Literacy

Distinguishing capital letters and lower case letters. Answer questions that require them to think beyond the words of a story e.g. why do you think that...

Expresses their ideas about events in a story. Recognises the difference between fiction and non-fiction books.

**Key Texts:** Emergency! Cops And Robbers; Mrs Armitage on Wheels, Whatever Next!

#### Phonics

##### **Revise Phase 2 and 3 GPCS:**

Practise reading CCVCC words and words in short captions and sentences for speed and automaticity. Continue to write CCVCC words using Sound Talk and sound mats for support.

Internal blending —speeding up word reading and increasing fluency.

#### Maths

##### **White Rose Maths Topics:**

To 20 and Beyond

How Many Now?

Manipulate Compose and Decompose.

##### **Mastering Number:**

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

#### Understanding the World

Observe and test the effects of magnets on different materials and talk about and begin to record what is found out. Asks questions to find out more about people who help us in the community and describe the roles they fulfil in society. Talk about and describe features of the local environment using simple geographical terms. Create real or imaginary maps and know they represent a place. Ask questions about the differences they can see in photographs or images (in stories) that represent the past. Use various sources to talk about how transport was similar and different in the past.

#### Expressive Art and Design

Practise looking carefully when drawing.

Respond to a range of stimuli when painting. Select and arrange natural materials to make 3D artworks. Know some art doesn't last long- it is temporary. Create patterns or meaningful pictures when printing. Select and use appropriate drawing tool e.g. finger, stick, pencil, pastel, chalk etc. Learns longer dance routines and matches pace.

#### Possible Sub Topics:

People Who Help us; Around the Town; How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present; Design your own transport! Who was Neil Armstrong? Reduce, Reuse, Recycle

# Curriculum Overview Reception

## Lent Term 2 2026

### Theme: Fun at the Seaside



Please find below information about what your child will be learning this term. If you would like more information speak to your child's teacher.

#### Religious Education

##### **Dialogue –**

Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day)

##### **Encounter –**

Share aspects of their own and learn about the faith and traditions of others in the school setting

**Vocabulary:-** Friends, Apostles, Saint, Peter, Paul, believe, follow, live, Icon, Coptic, Art

#### Communication and Language

Talk about things that have already happened or will happen in the future. For example, 'Yesterday we went to visit Auntie Jan'. Understand words such as 'above', 'below' and 'between' to describe the position of things. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.

#### Personal Social and Emotional Development

Children adapt as needed, knowing how to disengage appropriately from interesting activities. Begin to hold instructions in their minds, including more complex instructions that require the use of short-term memory. Show perseverance and resilience to problems and challenges they face, including the differences in opinions of their peers. Have confidence to try out new activities with independence. They require minimal adult support to meet the high expectations in place. Have a secure understanding of rules and the value of them. They can reflect on poor choices and move on with greater understanding. Routinely adjust their behaviour to different situations and take changes of routine in their stride. Express themselves confidently in front of larger groups.

#### Physical Development

**Gross Motor:** Take turns in simple games with rules. Learn how to keep scores in a game. Understand simple tactics in games and what happens if you are tagged/not tagged etc. Balance objects on racquets or bats so they do not fall and begin to move around with objects balancing. Move safely, with good spatial awareness and able to dodge other.  
**Fine Motor:** successfully uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

#### Literacy

Understands and uses a wide range of vocabulary that has been introduced through stories and non-fiction texts. Make predictions and explain why they may happen. Retrieve information by looking for key words in the text. Sequence a story, remembering details and including some story specific vocabulary

**Key Texts: One Springy Day, Jack and the Beanstalk, Jasper's Beanstalk, Growing Frogs, The Tiny Seed.**

#### Phonics

##### **Learn Phase 5 Sounds:**

Practise reading CCVCC words and words in short captions and sentences for speed and automaticity. Continue to write CCVCC words using Sound Talk and sound mats for support.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Maths

##### **White Rose Maths Topics:**

Sharing and Grouping.  
Visualise, Build and Map,  
Make Connections  
Consolidation of learning

##### **Mastering Number:**

Pupils will continue to consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

#### Understanding the World

Investigate, observe and compare how materials behave in water. Investigate shadows and what happens to them throughout the day. Know most plants start from a seed or a bulb and that plants are a living thing. Explain what plants need to survive

Observe, describe and record changes and growth over time. Use scientific vocabulary to name different parts of a plant. Recognises and can about differences between themselves and others, families, communities, cultures, traditions and life in other countries drawing on knowledge from stories, non-fiction texts and map. Make observations and conclusions about the past from photographs and images. Understand the past through settings, characters and events encountered in books and story telling.

#### Expressive Art and Design

Combine materials when drawing. Explore colours, patterns and compositions when combining materials in collage. Develop 3D models by adding colour. Know sometimes artists are inspired by the seasons. Cuts complex shapes using scissors. Beginning to weave. Impress and apply decoration to malleable materials such as clay and salt dough. Makes up own dances and performances.

#### Possible Sub Topics:

Under the sea; Off on holiday; Holiday clothes; Where in the world shall we go? Send me a postcard! Marine life; Fossils – Mary Anning; Seasides in the past; Compare: Now and then! Seaside art