

Through our curriculum we teach our Christian values: hope, wisdom, community and respect so that our children are prepared spiritually, morally and culturally for a life in modern Britain.

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We offer pupils a safe, nurturing and stimulating environment, where they can explore, discover and grow. At Norton we enable children to thrive while developing independence and resilience.

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Reception Overview 2025/2026

Themes are linked to class learning intentions, foundational knowledge and are adapted as the children's interests change.

	Term 1 – Autumn Knowledge Skills	Term 2 - Autumn Knowledge Skills	Term 3 – Spring Knowledge Skills	Term 4- Spring Knowledge Skills	Term 5- Summer Knowledge Skills	Term 6 - Summer Knowledge Skills
Themes	Incredible Me (Learning about ourselves and our families Healthy living) 	Percy the Park Keeper (Exploring the Seasons, nocturnal animals, british wildlife) 	Transport and travel- All around the world (Looking into the different cultures, traditions and religions, family, local community and worldwide,transport- interest of the children) 	Down on the Farm Mr Gumpy's Outing (Life cycles and different animals Signs of Spring) 	Once upon a time (Story telling, role play, cooking links) 	Rumble in the Jungle (wild animals, habitats, caring for our world/environment, growth and changes etc) 
Trips Learning opportunities Community Links	Dental nurse Harvest Diwali 20th Oct 25 Autumn parent stay and craft 23rd Oct 25	Bonfire night Christmas Story Remembrance day Christmas Christmas parent stay and craft	Lunar New Year 17th Feb 26- Year of the Horse Valentine's day Pancake Day 17th Feb 26	Local Farm visit 26th March Mothers Day stay and craft Mother's day 15th March 26 Visit from a vet (community link) Easter	Parent story telling session Holi – Hind Festival Father's day 21st June 26 Parent stay and craft	Cotswold Wildlife Park
Key text examples:	We are welcome	Percy the Park Keeper series	The Runaway Wok Welcome to Our World The Magic Paintbrush Bradley and the Magic Carpet	Mr Gumpy's Outing Ten Seeds- Ruth Brown Eddie's Garden: and How to Make Things Grow Sarah Garland Olivers Vegetables	Little red riding hood The Three Little Pigs Goldilocks and the three bears The Little Red Hen Alternative Traditional tales	Polar bear, Polar bear The Lion who wanted to love Giraffes can't dance If all the world were Jazzy in the jungle The monkey with the bright blue bottom
Role Play	Domestic role play all year, to be enhanced using children's interests and developing themes					

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Personal, Social and Emotional Development						
Early Learning Goals	Self regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					
	Settling children into routines. Themes of friendship, sharing, kindness, resolving conflict. My Happy Mind-Meet Your Brain My Happy Mind Places	Embedding routines and behaviour. Themes of expressing interests, working as part of a group, listening to each other. My Happy Mind-Celebrate	Themes of personal safety, conflict resolution, teamwork, friendship, understanding feelings. My Happy Mind-Appreciate	Themes of belonging, adjusting behaviour to situations/changes, safety in the environment. My Happy Mind-Relate	Themes of helping, working cooperatively, negotiating, sensitivity to others, problem solving, confidence, independence. My Happy Mind-Engage My Happy Body	Themes of confidence, resilience, independence, perseverance, managing and talking about feelings/behaviour, adapting, developing positive relationships. My Happy mind-My Happy Happy Relationships My Happy World
Communication and Language						
Early Learning Goals	Listening, Attention and Understanding 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
	Getting to know each other Following simple instructions 1 step, then to 2 step Initiating conversations, listening to each other, responding to each other. Sharing rhymes Playing games Listening to stories Sharing pictures Sharing news	Ongoing discussions and conversations (encourage language such as because and how and why). Talking in role, re-telling stories, creating narratives. Sharing ideas and expressing opinions in group/class contexts.			Ongoing discussions and conversations (encourage language such as because and how and why) Extending narratives, connecting ideas, developing vocabulary, developing awareness of humour. Discussing their feelings, reasoning and explaining, anticipating future events.	

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	Taking part in the nativity Ongoing discussions and conversations Speaking in full sentences Talking about their own experiences, retelling past events and answering how/why questions.					
Physical Development						
ULS handwriting progression, Daily fine motor skills activities, Daily Handwriting						
Early Learning Goals	Gross motor skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine motor skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.					
	Fine motor skill activities Mark making Using scissors correctly Balance and control Pencil grip Outdoor learning tools Healthy living and oral hygiene PE: Fundamental movement skills- gymnastics.	Fine motor skill activities Mark making Using scissors correctly Letter and number formation Balance and control Catching and throwing a large ball. Pencil Grip Forest school tools PE: Fundamental movement- Net and wall games.	Fine motor skill activities Using scissors correctly Letter and number formation Balance and control Pencil grip PE: Fundamental movement skills- Dance	Fine motor skill activities Using scissors correctly Letter and number formation Balance and control Pencil grip Skipping to music PE: Fundamental movement skills- Orienteering – colours, numbers, balance.	Fine motor skill activities Using scissors correctly Letter and number formation Balance and control Pencil grip Hopping to music PE: Fundamental movement skills- Athletics	Fine motor skill activities Using scissors correctly Letter and number formation Balance and control Pencil grip Sports day PE: Fundamental movement skills- Striking and fielding
Writing						
ULS phonics progression, ULS Handwriting progression, Ready Steady Write Focus on Orally composing a sentence, handwriting						
Early Learning Goals	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
	Phase 1 and Phase 2 CVC words Give meaning to marks they make. Name writing. Focus on phonics sounds and CEW. Segmenting CVC words	Phase 3 and additional phase 2 Writing simple decodable captions. Ready Steady Write Text- The Something Narrative: A Losing Story Purpose: Retell the Losing Story and Write Sentences	Phase 3 Continued Recount: Animal Information Sentences Purpose: To inform Writing simple decodable captions.	Phase 3 mastery Ready Steady Write Text- Star in a Jar Narrative: Finding Story Sentences Purpose: Writing outcome 2 Poster sentences	Phase 4 Ready Steady Write Text- Little Red Writing simple decodable sentences	Phase 4 Mastery Ready Steady Write Enhanced- How to hide a lion Writing simple sentences

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		Recount: Animal Information Sentences Purpose: To inform		Writing simple decodable captions.		
Reading						
Early Learning Goals	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					
	Daily storytime reading language rich text 1-1 reading Reading cosy area with wide range of text Whole class Guided reading learning into small groups guided reading in Spring based on phonic knowledge and application					
Maths Ready to progress, Whiterose progression, NCETM Mastery						
Early Learning Goals	Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
	White Rose strands: Just Like Me, Match & Sort, Compare Amounts Number - Say number names to 5 in order - Subitise up to 3 - Count objects to 5 (1:1 correspondence) - Understand that numbers represent quantities Numbers taught: 0–5	White Rose strands: It's Me 1–5, Circles & Triangles Number - Count reliably to 5 - Subitise up to 4 - Recognise numerals 0–5 - Link numerals to quantities - Part-part whole Numbers taught: 0–5 (secure) Numerical Skills - Compare numbers to 5 - Understand one more / one less (within 5)	White Rose strands: Alive in 5, Growing 6–8 Number - Count to 8 and beyond - Subitise up to 5 - Recognise numerals 0–8 Numbers taught: 6, 7, 8 Numerical Skills - Composition of numbers to 8 - One more / one less within 8 Measure	White Rose strands: Growing 6–8, Building 9–10 Number - Count to 10 - Subitise up to 5 - Recognise numerals 0–10 Numbers taught: 9, 10 Numerical Skills - Explore number bonds within 10 through concrete representations. - Explore addition and subtraction through stories and part-part-whole Shape & Pattern	White Rose strands: Building 9–10, Beyond 10 Number - Count beyond 10 - Understand teen numbers as ten and some more Explicit numbers taught: 11–15 Numerical Skills - Number bonds to 10 (secure) - Solve simple addition and subtraction problems Measure	White Rose strands: Beyond 10, Consolidation Number - Count to 20 - Secure teen numbers Explicit numbers taught: 16–20 Numerical Skills - Recall number bonds to 5 and 10 - Add and subtract within 10

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	Numerical Skills - Match objects to amounts - Compare quantities: same, more, fewer - Begin to understand zero as "none" Shape, Space & Measure - Sort objects by colour, size, shape - Explore positional language: in, on, under - Talk about patterns and similarities	Shape - Identify circles and triangles - Describe shapes using simple properties	- Compare length and height - Use language: longer, shorter, taller	- Identify squares and rectangles - Create repeating patterns	- Explore time: days, routines - Compare weight and capacity	
Understanding the world Stories, non-fiction, poetry and rhymes will support and enhance the children developing knowledge and awareness of the world around them. This will also enrich their vocabulary. Find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas. Nature walks/ welly walks to understand the changing seasons and being able to describe whilst outside Weekly Outdoor Learning						
Early Learning Goals	Past and present- History Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, culture and communities- Geography Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. The Natural World-Science Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
	Looking at where I live Rosie's Walk- simple map work Caring for our environment. Harvest Exploring the natural world around us	Signs of Autumn Children take notice of everything around them including places and all the things within them such as trees in the natural environment and roads and traffic in the built environment. Exploring the natural world around us	Signs of Winter Name different parts of the local community. • Verbally locate different parts of the local community e.g. the post box is next to the school. Maps of the local environment and around the world Special places to the community	Signs of spring Observing plants growth and decay St Davids Day Mothers Day Easter Life cycles of frogs, ducks and humans Baby farm animals and mother Technology: looking at a range of technology: focus on bee bots.	Compare and contrast characters from stories from the past Similarities and differences between things in the past and now, drawing on own experiences	Signs of Summer Create simple maps of story settings or small areas, such as the classroom, using real objects or drawing. Caring for our environment in our locality-recycling Recognise environments that are different from where we live Maps- small world map of zoo Animal world/ map

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	Talking about the lives of people who are important to them. Comment on images from the past	English Wildlife Remembrance Sunday Children in Need Christmas.	Learning that we are all different, but that we are all important. Linked to recognising different beliefs and celebrations. Similarities and differences between our country and life in another. Learning about the Chinese culture/ Lunar New Year Pancake day. Learning that we all enjoy different things and that's what makes us unique. Journeys to school	Lots of ICT in play telephones, cameras etc. Map of Farm Trip Comparing and Contrasting Environments Journey sticks/double tape strips They make observations of animals and plants and explain why some things occur, and talk about		Natural treasures
Expressive art and design						
Early Learning Goals	Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Through the continuous provision children have access to child led creative activities using a wide range of resources	Colour monster paintings Self-portraits, hand print tree. Art-Damien Hurst- painting skills and colour mixing Colour mixing. Leaf patterns, paints, prints	D&T-Sculpture: Mud/ clay hedgehogs Singing. Autumn activities- leaf hedgehogs, painting with natural resources Mud hedgehogs Bonfire night- multimedia Christmas Crafts Diwali lantern Crafts Paintings hedgehogs using specific paint strokes Music from different cultures. Make model (big art) using natural resources (sticks, leaves, acorns, concerts) - group project	Art- Kandinsky: printing and patterns Resist painting Making fortune cookies Whole class Chinese dragon Junk modelling Mixing colours Dance from another culture Prints from another culture Making tracks with cars, tractors, trains, make a boat - Junk modelling - can it float?	D&T- Junk modelling- robots Mother's day crafts Easter crafts Observational drawings of the season Spring drawings- Mr Gumpy's outing moving picture Junk Modelling Still life painting - daffodils Make paper flowers (tissue paper) Make Welsh Dragons from toilet roll and tissue paper	D&T- Cooking- Little red riding hood picnic (sandwiches, cakes and fruit) Fairytale character hand puppets Creating masks for the role play area Draw a wolf following instructions Building houses with different materials (blocks, sticks, paper, pillows, etc.) to see which is the strongest (three little pigs)	Art- Henry Matisse- shapes and collage Moving like jungle animals Moving to different sounds of the jungle Painting jungle animal Father's day cards. Observational creations using mixed media. Create a habitat for their favourite animal Clay animals

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Phonics Letters and Sounds- Unlocking Letters and Sounds	Phase 1 activities Introduce phase 2 sounds and then teach grapheme/phoneme correspondences, blending and segmenting for reading and spelling and letter formation.	Complete phase 2 and Mastery	Phase 3.	Finish Phase 3 and Phase 3 Mastery.	Phase 4	Phase 4 Mastery
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Technology in the Early Years can mean:

- taking a photograph with a camera or tablet
- searching for information on the internet
- playing games on the interactive whiteboard
- exploring an old typewriter or other mechanical toys
- using a Beebot
- watching a video clip
- listening to music

Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in Key Stage 1 Computing.