

# Reception Autumn One Curriculum Overview 2025-2026

## Topic: New Beginnings and Ourselves

<b>Key Texts:</b> Goldilocks and The Three Bears The Three Little Pigs	<b>Additional Texts:</b>	<b>Key Curriculum Drivers:</b> <ol style="list-style-type: none"> <li>1. Getting to know the children</li> <li>2. All about me</li> <li>3. Rules and Routines</li> <li>4. Ourselves</li> <li>5. My family</li> <li>6. Spheres of influence</li> <li>7. Black History</li> </ol>
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	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
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<b>Personal Social and Emotional</b>	<p><b>Self-regulation</b></p> <p>To recognise different emotions                      To understand how people can show emotions                      To focus during short whole class activities                      To follow one-step instructions</p> <p><b>Managing self</b></p> <p>To independently be able to:</p> <ul style="list-style-type: none"> <li>• use the toilet</li> <li>• wash hands</li> <li>• put a coat on</li> <li>• change shoes into wellington boots</li> </ul> <p>To explore the Reception environment                      To begin to understand the rules of a classroom</p> <p><b>Building Relationships</b></p> <p>To seek support from adults when needed                      To gain confidence to speak to others in their class and to adults                      To play with children who are playing with the same activity</p>						
		2	3	4	5	6	7
		Learn how to separate from parents and begin bonding with their classmates and adults  Get to know the school environment, their peers and teachers Learn where places are - toilets/playground/lunch hall	Learn how to separate from parents and begin bonding with their classmates and adults  Get to know the school environment, their peers and teachers Learn where places are - toilets/playground/lunch hall	Learn how to separate from parents and begin bonding with their classmates and adults  Get to know the school environment, their peers and teachers Learn where places are- toilets/playground/lunch hall	Learn how to separate from parents and begin bonding with their classmates and adults  Get to know the school environment, their peers and teachers Learn where places are- toilets/playground/Lunch hall	Learn how to separate from parents and begin bonding with their classmates and adults  Get to know the school environment, their peers and teachers Learn where places are- toilets/playground/Lunch hall	Learn how to separate from parents and begin bonding with their classmates and adults  Get to know the school environment, their peers and teachers Learn where places are- toilets/playground/Lunch hall

<b>Communication and Language</b>	<p><b>Listening Attention and Understanding</b></p> <p>To listen to and follow basic classroom instructions                      To understand why listening is important                      To be able to follow instructions/directions</p> <p><b>Speaking</b></p> <p>To talk in front of a small group                      To talk to their teacher and other supporting adults                      To learn new vocabulary linked to the topic</p>						
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		2 Talk about their feelings/families and themselves	3 Introduce Goldilocks and the Three Bears: Children listen to the story. They practise using the language: big, small, hot, cold They act out the story and talk about it	4 They continue to practise language from the story. They learn phrases off by heart. - "Who's been sleeping in my bed?" They act out the story.	5 Introduce the Three Little Pigs. The children listen to the story. They practise using the language: straw, wood, brick They act out the story.	6 They continue to practise language from the story. They learn phrases off by heart- "not by the hairs on my chinny chin chin!"	7 The children retell their own version of The Three Little Pigs
<b>Nursery rhymes</b>		Teddy Bear Teddy Bear Turn Around When Goldilocks went to the house of the bears...	I'm a Little Teapot Wind the bobbin up....	Round and Round the Garden	This Little Piggy...	Incy Wincy Spider	Polly Put the Kettle On
<b>Literacy</b>	<b>Comprehension</b> To use pictures to tell stories To listen to stories read to them and engage in story time To independently look at a book, holding it the correct way and turning the pages carefully <b>Word Reading</b> To recognise their written name To identify the initial sound in words To begin to orally blend sounds in short words e.g. cat, dog <b>Writing</b> To copy letter shapes which are familiar to them e.g. from their name To give meaning to the marks they make as they write To copy taught shapes and letters To write the initial sounds in words						
		2 To use the environment and write, building confidence with holding a pencil. To label a picture of their family	3 To begin to listen to a story read by a teacher	4 To use pictures to tell stories To copy letter shapes introduced by Little Wandle	5 To listen to a story read by a teacher	6 To use pictures to tell stories To copy letter shapes introduced by Little Wandle	7 To use pictures to tell a story To create their own story To give meaning to the marks they write
	Little Wandle Phonics Autumn 1 start in week 3: <a href="https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/">https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</a>						
<b>Physical Development</b>	<b>Gross motor:</b> To move safely within a given space To stop safely To begin to develop control when using basic equipment <b>Fine motor:</b> To begin to use a tripod grip when using mark making tools To thread large beads To hold scissors correctly and make snips in paper To use tweezers to transfer objects To make points in playdoh by pinching						
	<b>Gross Motor</b>		2 To use the trim trail and the bikes safely	3 To learn to use the climbing frame	4 Get Set 4 PE	5 Get Set 4 PE	6 Get Set 4 PE
<b>Fine motor</b>		To use a dominant hand To mark make using shapes To begin to use a tripod grip when using mark making tools To thread large beads. To hold scissors correctly and make snips in paper To use tweezers to transfer objects To make points in playdough by pinching					

<p><b>Mathematics</b></p>	<p><b>Mastering Number: Developing Number Sense:</b>  <b>Subitise</b> small quantities and represent numbers to 3 using fingers and real-life objects  Explore the <b>composition of numbers</b> 2, 3, and 4 by identifying and making collections, and recognising different arrangements  Develop understanding of <b>one-to-one correspondence</b>, that counting tells us “how many,” and how numbers can be broken down into parts  Practise <b>counting in sequence up to 5</b>, identifying subgroups and auditory patterns of numbers up to 3</p> <p><b>Comparing Quantities:</b>  Children will learn to <b>compare two sets</b> of objects using language such as <i>more than</i> and <i>fewer than</i>, building early understanding of quantity and number relationships</p> <p><b>Shape, Space, and Measure:</b>  <i>Simple patterns will be a key focus, with children encouraged to <b>copy, continue, and create their own patterns</b> using natural materials, objects, and movemen.</i>  <i>Through hands-on exploration, children will begin to <b>compare sizes, masses, and capacities</b>, and use mathematical language to describe their findings (e.g., heavier, lighter, full, empty)</i>  <i>Activities will also include <b>finding balance</b> and exploring how different objects can be compared and sorted</i></p>						
<p><b>Mastering Number</b></p> <p><b>White Rose Hub: Shapes, Space and Measure</b></p>	<p><b>Settling In:</b>  Opportunities for settling in, Introducing the areas of provision and getting to know the children  -Key times of day  -Class routines  -Exploring continuous provision inside and out  -Where do things belong? Positional language  -Counting and number songs  -Number/shape stories</p>	<p><b>Mastering Number:</b>  Subitise, represent numbers to 3 on fingers, identify subgroups of 1, 2 and 3, <b>Shape, Space, Measure:</b> Explore simple patterns</p>	<p><b>Mastering Number:</b>  Counting sequence to 5, counting tells us ‘how many’, one to one correspondence, <b>Shape, Space, Measure:</b> Explore simple patterns</p>	<p><b>Mastering Number:</b>  Composition of 2, composition of 3, make collections of 3, composition of 4, <b>Shape, Space, Measure:</b> Copy and continue simple patterns</p>	<p><b>Mastering Number:</b>  Arrangements of 2 and 3, subitise auditory patterns up to 3, show small quantities on fingers (1, 2, 3), describe and make patterns of 4, <b>Shape, Space, Measure:</b> Copy and continue simple patterns</p>	<p><b>Mastering Number:</b>  Week: compare 2 sets (more than), compare 2 sets (more than), compare 2 sets (more than and fewer than), compare 2 sets (more than and fewer than), <b>Shape, Space, Measure:</b> Create simple patterns</p>	<p><b>Measure:</b> Compare size, compare mass, find a balance, compare capacity, explore capacity</p>
<p><b>Understanding the world</b></p>	<p><b>Past and present</b>  To be able to identify how they have changed from when they were a baby</p> <p><b>People, Culture and Communities</b>  To be able to talk about their own lives – my family, my school, my world  To recognise similarities and differences between themselves and their peers  To know the name of the town where they live</p> <p><b>The Natural World</b>  To talk about a simple map and draw information from it  To describe what they can see, hear, smell and feel when they are outside  To know features of their own immediate environment  To identify and recognise the features of Autumn</p> <p><b>Computing</b>  To show an interest in technological toys such as the IWB, iPads, toys with knobs, pulleys and buttons</p>						
		<p>Talk about their family and community  Show a map of route from classroom to dining hall- discuss route</p>	<p>Talk about their family and community  Become familiar with their environment</p>	<p>Talk about their family and community  Talk about the family of The Three Bears</p>	<p>Understand how they have changed from when they were a baby</p>	<p>Draw a map of The Three Little Pigs</p>	<p>Discuss the changes in the weather  Talk about Harvest</p>

<p><b>R.E.</b></p>	<p><b>Big Question 1</b>  <b>What is real?</b>  <b>Introduction:</b>  Can learn and use new vocabulary such as real, exist, ontology, God, Ganesha, Hindu, Christian and higher being  Can express their ideas about things that are real and important that cannot be seen. (e.g. the air in a balloon, air, the wind)  Can talk about how some people believe in a higher being or God that cannot be seen  Can explore the idea of believing in a higher being or God through the religious story of Ganesha and the broken tusk  Can reflect on things that are important to them but cannot be seen. (e.g. love, friendship, feelings)</p>					
<p>Settling In</p>	<p>I can explore what “real” means using our senses Identify things we can see, hear, touch, smell, and taste. Learn new vocabulary like “real” and “exist”</p>	<p>I can express ideas about things that are real but invisible, such as love, friendship, and feelings through stories, art, and role-play</p>	<p>I can introduce God as an example of a higher being.</p>	<p>I can learn that different people believe in different higher beings or Gods. Match symbols to beliefs and create personal symbols of what is important to us.</p>	<p>I can explore miracle stories from different religions (Christianity, Judaism, Islam). Act out stories and reflect on what these stories teach about beliefs in the unseen.</p>	<p>I can reflect on things important to us but unseen. Share ideas, create symbols, and display children’s work. Close the unit by listening to the story “Ganesha’s Sweet Tooth”.</p>
<p><b>Expressive Arts</b></p>	<p><b>Creating with Materials</b>  <b>Drawing Bears</b>  1. Begin to draw circles and ovals that are closed and begin to join different shapes e.g. drawing a bear/pig  1. Begin to fill a drawn space with a colour using chalk pastels  2. Begin to use different art media e.g. paint, chalk pastels, oil pastels, charcoal, graphite sticks etc.  <b>Painting/Collage Creating faces from natural/recycled materials/3D work</b>  1. Handle and manipulate a wide range of collage materials, sorting and selecting according to colour, shape, texture, size  2. Exploring paint colours with fingers/ thick and thin brushes  1. Begin to assemble and join materials to make a model</p> <p><b>Being imaginative and Expressive</b>  <b>Games to get to know each other &amp; Fairy-tales</b>  <b>Music:</b>  1. Basic posture with relaxed shoulders, singing mouth and sound projection  2. Singing in unison  3. Free exploration of pitch and rhythm  4. High and low</p>					
	<p>To draw a picture of themselves and their family</p>	<p>To draw a picture of themselves and their family</p>	<p>To draw a bear or pig using ovals and circles</p>	<p>To explore mixing colours with paints</p>	<p>Make a house for one of the characters from the stories</p>	