



North Kidlington School

Reception Curriculum Overview (2025-2026)

The learning opportunities will also continue to be enhanced over the year through continuous provision as the children build upon their own unique experiences and share their ideas with their friends and teachers, as is our ethos of the EYFS. A lot of children's learning experiences are through play, investigation and active involvement. This approach, we believe, helps them to become more independent active learners.

Where you see a + is where we feel we can actively promote fundamental British Values a * is where you can see we promote tolerance and respect for people of all faiths, cultural development of pupils.

Area of learning focus:	All About Me Autumn 1 st half 8 weeks	Celebrations Autumn 2 nd half 7 weeks	People Who Help Us Spring 1 st half 6 weeks	Explorers Spring 2 nd half 5 weeks	Outside my window Summer 1 st half 6 weeks	Dinosaurs Summer 2 nd half 7 weeks
FOCUS	Moving on and Settling in: <i>Getting to know one another. Who we are, our families, our interests and why we are all unique and special. +*</i>	What do we celebrate? Different celebrations in our homes and the homes of others. +*	Who helps us in the community? a) school community b) the wider community +	Space and our planet Who can explore space? Are we the only planet?	Planting and Growing: our gardens growing for food our school gardens Animals and new life: Lifecycles	All about Dinosaurs <i>Dinosaurs, when they lived, what they ate and how they became extinct</i>
Communication and Language <i>To include structured talking and thinking time.</i> <i>1x Circle Time per week - SCARF</i> <i>Daily circle time for show and tell.</i>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					
Key Vocabulary <i>Links to other areas of learning, particularly Understanding of the world.</i>	<i>My Body – head, shoulders, arms, legs, hands, fingers, feet, toes, knees, tummy, back, skeleton, bones</i> <i>My Face – eyes, ears, nose, mouth, hair, chin, forehead, cheeks</i> <i>My Senses – sight, smell, taste, touch, hear</i> <i>My Family – mother, father, brother, sister, grandmother, grandfather, cousin, pets, friends +*</i> <i>Growing Up – baby, toddler, child, teenager, adult, older, younger, birthday, growing, changing</i> <i>Feelings – happy, excited, OK, calm, annoyed, unwell, tired, sad, worried, wriggly, angry, pleased, embarrassed</i>	<i>Celebrations – birthday, Diwali, bonfire night, remembrance day, Thanksgiving, Advent, Christmas, New Year +*</i> <i>Diwali – Hindu, Hindi, diva lamp, festival, festival of lights, fireworks, rangoli pattern +*</i> <i>Remembrance day – past, history, remember, war, army, soldier, poppy, honour, silence +*</i> <i>Christmas – advent, nativity, Mary, Joseph, Jesus, angel, Bethlehem, gold, frankincense, myrrh, stocking, gift, Santa, baubles, sleigh, reindeer</i> <i>Seasons - Spring, Summer, Autumn, Winter, weather, warm, hot, cold, sun, rain, snow, ice, freeze, melt</i>	<i>People, help, adult, child, kind, caring, person, problem, solve, rescue, 999, emergency</i> <i>School – teacher, teaching assistant, 1:1 TA, headteacher, office staff, caretaker, cleaner, lunchtime supervisor, kitchen staff +</i> <i>Fire service – firefighter, engine, vehicle, hose, ladder, equipment, siren +</i> <i>Dentist – teeth, gums, toothbrush, dental nurse, hygienist, routine, twice, decay, toothache +</i> <i>Police – police officer, law, crime, criminal, police car, radio+</i>	<i>Rocket, spaceship, alien, planet, space Sun, moon, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto</i> <i>Star, solar system, galaxy, milky way, universe</i> <i>NASA, astronaut, telescope, explorers, launch, thrusters, space station, satellite, orbit</i> <i>Apollo 11, Neil Armstrong, Buzz Aldrin, Michael Collins, gravity</i>	<i>Egg, hatch, lay, chick, hen, rooster/cockerel, incubator, baby</i> <i>Life cycle, frog, tadpole, frog spawn, froglet, amphibian, caterpillar, chrysalis, butterfly</i> <i>Plant, stem, flower, seed, leaf, root, sow, soil</i> <i>, food, light, warmth, water, grow, growth, change</i>	<i>Dinosaurs, fossil, skeleton, bones, prehistoric, extinct, past, carnivore, herbivore, omnivore</i> <i>Reptile, claws, tail, teeth, scales, horns</i> <i>Tyrannosaurus rex, stegosaurus, triceratops, diplodocus, brachiosaurus, iguanodon, velociraptor, apatosaurus, pterodactyl, plesiosaur</i>

		Map - country, place, world, Earth Celebrate, party, cards, decorations, year, date +*				
Personal, Social and Emotional Development <i>To include a structured and focused SCARF session per week and stories around PSED.</i>	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	SCARF Me and my relationships *	SCARF Valuing difference *	SCARF Keeping myself safe	SCARF Being my best	SCARF Growing and changing	SCARF Rights and responsibilities
	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • sensible amounts of ‘screen time’ • healthy eating • having a good sleep routine • toothbrushing • being a safe pedestrian					
Physical Development <i>Includes focused topic/ skills PE lessons Get Set 4 PE lessons followed in Spring and Summer terms</i>	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Fundamentals Coordination, movement, fine and gross motor skills	Introduction to PE GS4PE	Games – Youth Activators * GS4PE	Gymnastics GS4PE	Ball Skills GS4PE	Dance GS4PE
	• Revise and refine the fundamental movement skills they have already acquired: • rolling • walking • running • skipping • crawling • jumping • hopping • climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future • physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes					

Literacy <i>To include daily phonics session (Twinkl Phonics) and a whole class handwriting Children to read 1-1 with an adult each week.</i>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Text Focus: Rainbow Fish, Elmer, Colour Monster, Cleversticks, Funnybones, My Bones, The Dot, Handa’s Surprise, non fiction books about the body, The Great Big Book of Families	Text Focus: The Nativity Story, Dipals Diwali, The Best Diwali Ever, Alfie Gives a Hand , Maisie’s Surprise party , First Experiences Book, All About Friends *	Text Focus: Non fiction firefighter books, and People Who Help us books. , Ten delicious teachers, Chinese New Year story, PC Ben – Police story, Rosie’s walk, +	Text Focus: How to Catch a Star Here come the aliens, Whatever Next, On the Moon , Aliens Love Underpants, The Darkest Dark, Space non-fiction books	Text Focus: The Very Hungry Caterpillar, The Cow that laid an Egg. Tadpole’s Promise, The Odd Egg, Dora’s Eggs, The Tiny Seed, Jack and the Beanstalk, life cycle non fiction	Text Focus: Dear Dinosaur, Harry & the Bucketful of Dinosaurs, Dinosaurs Starts School. Dinosaurs love underpants, Dinosaur non fiction, How many dinosaurs is too many ?
	● Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing ● Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother ● Engage in extended conversations about stories, learning new vocabulary. ● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. ● Write some or all of their name. ● Write some letters accurately	● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read some letter groups that each represent one sound and say sounds for them. ● Read a few common exception words matched to the school’s phonic programme. ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. ● Re-read what they have written to check that it makes sense.				
Literacy Sessions	The Write Stuff	The Write Stuff	The Write Stuff	The Write Stuff	The Write Stuff	The Write Stuff
Assessed writing pieces	Children to write their name.	Children to write gift lists for family (use and apply phonics/mark-making).	Children to write captions/ simple short sentences about pictures of people who can help us.	Children to write a description of an alien	Children to write a set of instructions on how to plant a seed.	Children write about their own created dinosaur.
Phonics (Twinkl Phonics Scheme)	Level 1- Environmental Sounds, Instrumental sounds, Body percussion, Rhythm & rhyme, Alliteration, Voice Sounds, Oral blending & segmenting Level 2- s,a,t,p,l,n,m,d,g,o,c,k, ck,e,u r (I to the)	Level 2- , h, b, f, ff, l, ll,ss (to, the, no, go, into). Level 3- j, v, w, x, qu, z, zz, y, ch, sh, th, ng (he, we, me, she, be)	Level 3- ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, (was, my, you, they, here)	Level 3 – ear, air , ure . er Recap and review all sounds and tricky words (he, we, me, she, be, was, my, you, they, here, all, are)	Level 4- CVCC words, CCVC words, Adjacent consonants, polysyllabic words, three letter adjacent consonants Said, so, have, like, come, some, were, there, little, one, do, when, out, what	Consolidate and review all sounds and tricky words from levels 2, 3 and 4
Mathematics <i>White Rose Scheme</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Match, sort and compare Talk about measure and patterns It’s me 1,2,3	Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8	Length, height and time Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping	Sharing and grouping Visualise, build and map Make connections
	● Count objects, actions and sounds. ● Subitise. ● Link the number symbol (numeral) with its cardinal number value. ● Count beyond ten. ● Compare numbers. ● Understand the ‘one more than/one less than’ relationship between consecutive numbers. ● Explore the composition of numbers to 10. ● Automatically recall number bonds for numbers 0-5 and some to 10.					

	● Select, rotate and manipulate shapes to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity.					
<i>Understanding the World</i> <i>Includes focused Science, Geography, RE, History and Computing activities.</i>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. ● Draw information from a simple map. ● Understand that some places are special to members of their community. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.					
	Religion and World Views NATRE Why is the word God so important to Christians?	Religion and World Views NATRE Why do Christians perform Nativity plays at Christmas? Why is Christmas special for Christians?	Religion and World Views NATRE Being Special: where do we belong?*	Religion and World Views NATRE Why do Christians put a cross on their Easter garden? Why is Easter special to Christians?	Religion and World Views NATRE Which places are special and why?*	Religion and World Views NATRE Which stories are special and why?*
<i>Important Celebrations</i>	National Fitness Day 18 th September + World Space Week 4 th -10 th October + World Mental Health Day 10 th October *	Diwali 20 th October +* Bonfire Night 5 th November + Remembrance Day 11 th November +* Antibullying Week 10 ^h – 14 ^h November +* Children in Need 21 st November +* Thanksgiving 28 th November +* Advent 30 th November- 24 th December +	Chinese New Year 17 th February * Safer Internet day 10 ^h February +	British Science Week 6 th – 15 th March + World Book Day 5 th March Mother’s Day 15 th March +* Ramadan 17 th February to 18 ^h March*+	International Dance Day 29 th April VE Day 8 th May +* International Dinosaur Day 19 th May	Father’s Day 21 st June+* National Sports Week 16 th – 22 nd June Deafblind Awareness Week 25 th June ^d – 1 st July +*
<i>Expressive Arts and Design</i>	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Watch and talk about dance and performance art, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody. ● Develop storylines in their pretend play. ● Explore and engage in music making and dance, performing solo or in groups.					
Suggested enhancements to learning:						
Role Play	Home Corner, Supermarket, Doctors/fracture clinic, Opticians Cafe	Santa’s Workshop, Birthday Party Role play Free blocks to build own Role play areas	Fire Station, Police Station, Hospital, Post Office, Dentist, Vets, opticians	Rocket, Space Station, Boxes to make own large scale rockets and Role Play free area	Minibeast Investigation Laboratory, Garden Centre Pet Shop	Dinosaur park/ Jurassic Park Museum, Bone dig site, Ice Cream shop
Continuous provision:	Continuous provision is based on children’s interests and topic themes and enhanced to develop a natural curiosity in children. The provision we provide is learning through play, which will cover the 7 areas of learning. Areas are enhanced based on children’s interests and fascinations and topic themes, aiming for independence and greater depth.					