

Roberts Primary School

Reception Curriculum 2026-2027

Roberts Primary School's curriculum planning demonstrates a clear progression of knowledge and skills throughout the academic year. The knowledge outcomes are drawn directly from the Educational Programmes within the Statutory Framework for the Early Years Foundation Stage (EYFS). Careful consideration has been given to progression from Nursery into Reception and into Year 1 and beyond, ensuring a coherent and sequential curriculum that builds on prior learning and provides full curriculum coverage.

Our curriculum is designed to enable every child to thrive throughout their individual learning journey. Teaching and learning are adapted where necessary to meet the diverse needs of all learners, ensuring that every child can access the curriculum, make progress, and achieve their full potential.

	Autumn 1	Autumn 2
Term dates	1 st September – 23 rd October 2026 (8 weeks)	2 nd November – 18 th December 2026 (7 weeks)
Theme	Autumn	Changes
Traditions and Celebrations	Autumn – 23.9.25 Harvest – end of September 2026	Diwali – 8.11.26 Remembrance Day – 11.11.26 Children in Need – 20.11.26 Hannukah – 4-12.12.26 Christmas – 25.12.26

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Key Enquiry Questions

- What is autumn and how do we know it has arrived?
- What changes can we see in the world around us during autumn?
- Why do leaves change colour and fall from the trees?
- What happens to animals during autumn?
- How do people prepare for the changing season?
- What kinds of weather do we experience in autumn?
- How can we use our senses to explore autumn?
- Why is harvest celebrated and why is it important?
- How can we care for nature and our environment during autumn?
- What similarities and differences can we notice between autumn and other seasons?
- What signs of autumn can we observe in our local environment?

- How and why do things change?
- What changes can we see around us?
- How do we know that something has changed?
- What makes things change?
- Can we change things back again?
- What happens when a solid turns into a liquid?
- How can we make a material change? What is our local environment like?
- Can we make a map of our local environment?
- Can we make a map showing a journey?
- What symbols could we use on our map?
- What is near to our school?
- What is far away?

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	Prime Area - Communication and Language	
Educational Programme for Communication and Language	Communication and language is developed and supported through high quality, skilful interactions between adults and children, through the language rich learning environment, through the frequent stories and books that children hear and enjoy and through engaging experiences and investigations which promote the acquisition and understanding of a rich range of vocabulary and language structures.	
	Prime Area - Personal, Social and Emotional Development	
PSED Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy, 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. Personal, Social and Emotional Development.	
P.S.H.E. (Jigsaw)	Being me in my world (Rule of Law)	Celebrating differences (Tolerance)

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	Prime Area - Physical Development
Educational Programme for Physical Development	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
	Specific Area - Literacy
Educational Programme for Literacy	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).

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Phonics



We are following the 'Little Wandle' letters and sounds revised' scheme which is taught from week 2 of children starting in Reception.

Autumn 1

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

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Reading

Reading Application in Reception



Little Wandle taught reading lessons per week:

Session One: Decoding text with fluency practise

Session Two: Prosody with fluency practise

Session Three: Comprehension with fluency practise

Books go home for further fluency practice every Friday and returned on the following Monday.

Quality texts explored through daily **Talk for Writing** sessions.

Daily story time

Reading for pleasure

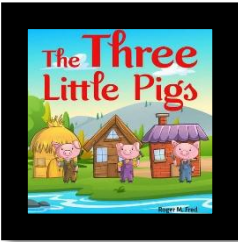
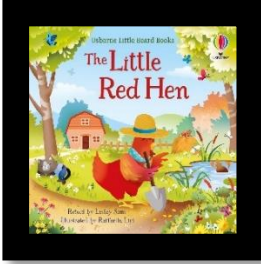
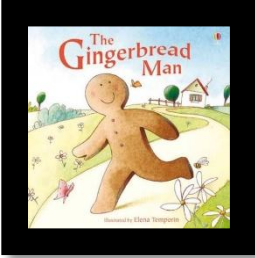
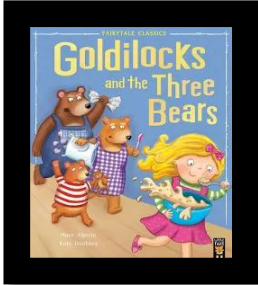


Books linked to topic and children's interests are used in every learning area.

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Handwriting	Kinetic Letters® making hand-writing easy for everyone It consists of four main threads: Making bodies stronger Holding the pencil Learning the letters Flow and fluency	
Key Texts within Literacy	Fiction - Three Little Pigs – Traditional  - Little Red Hen – Traditional  - The Leaf Thief – Alice Hemming  Non-Fiction - Autumn – Jill McDonald	Fiction - The Gingerbread Man – Traditional  - Goldilocks and the Three Bears – Traditional  - Stickman – Julia Donaldson  Non-Fiction - When Autumn Comes – Ekaterina Druckhan

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		Henry Hedgehog's First Autumn – Martini Snowdon-Harrison
Poetry/Rhyme/Songs	- Autumn Leaves Are Falling Down - Five Little Leaves - Incy Wincy Spider - It's Raining, It's Pouring - Rain, Rain, Go Away - I Hear Thunder - Five Little Speckled Frogs - Five Little Ducks - Two Little Dickie Birds - Five Little Acorns - Pat-a-Cake	- Hot Cross Buns - Jack and Jill - Five Little Snowmen - Jingle Bells - We Wish You a Merry Christmas - When Santa Got Stuck up the Chimney - Five Little Elves - Five Little Christmas Trees - Ten Little Elves - Christmas Pudding - Little Donkey - Away in a Manager - Twinkle, Twinkle, Little Star

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	Specific Area - Mathematics
Educational Programme for Mathematics	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.
	
	Pupils will build on previous experiences of number, and further develop their subitising and counting skills. They will explore the composition of numbers within 5, and connect the concept of 'parts' and 'whole' to objects and number. They will develop skills in noticing and visualising and begin to compare sets of objects and use the language of comparison. As they move themselves through space, they will develop their understanding of relevant spatial language. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number

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- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' and 'parts' when talking about objects and numbers
- use gestures to develop their understanding and use of a range of spatial language, including the prepositions: in, on, under, next to, between, in front of, and behind, and language related to movement, including: turn, flip.

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	Specific Area – Understanding the World	
Educational Programme for Understanding the World	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.	
Understand the World (Geography)		Maps
Understanding the World (History)	Houses – Past and Present	
Understanding the World (Science)	Autumn	Changes
Understanding the World (RE)	Celebration (Birthdays and Harvest)	Celebration (Hannukah and Christmas)

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	Specific Area – Expressive Art and Design	
Educational Programme for Expressive Art and Design	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.	
EAD – Expressive Arts and Design (Art and Design)	Autumnal Craft (including printing, observational drawings, painting, collage, models, mixing colours...)	Celebration Craft (including printing, observational drawings, painting, collage, models, mixing colours...)
Expressive Arts & Design (Design Technology)	Harvest (Making Soup and Bread)	The Gingerbread Man (baking Gingerbread)
Expressive Arts & Design (Music)	Autumnal/Harvest Songs	Christmas Songs