



Cragside Church of England Primary School - Reception Curriculum Overview 2025-2026
 "A Love of Learning and a Thirst for Knowledge"

Reception	Autumn	Spring	Summer
Possible themes, interests, lines of enquiry, events (we endeavour to follow the children's interests)	<p>PSED focus All about me - Who am I? Family - who, pets, where I live, what I like? What do I look like? similarities and differences to others. My emotions</p> <p>Harvest Bonfire night Firework safety Diwali Remembrance Nursery Rhyme Week Christmas</p>	<p>SCIENCE FOCUS Traditional tales linked to science investigations. GEOGRAPHY FOCUS My community - where in the world are we? What type of home do I live in? What are the physical features of my local environment? Who helps in my community? What are the beliefs /cultures in my community?</p> <p>Being healthy - teeth, food and exercise, washing hands/germs, toileting.</p> <p>Changing seasons winter/spring Chinese New Year Mothers Day Shrove Tuesday and lent World book Day Easter Holi festival of colour Eid</p>	<p>SCIENCE FOCUS Minibeasts - what are they? Where are they? What have we found?</p> <p>HISTORY FOCUS- A look back in time linked to jigsaw changes</p> <p>Summer - what has changed since Spring Growing Caterpillars Planting /gardening Mini beasts Friendships/changes - starting school</p> <p>Fathers day Summer trip Sports day</p>
Supporting texts (not limited to)	Ruby's Worry CLPE In every house in every street Twirly whirly me The Gigantic Turnip CLPE Blue Penguin CLPE	10 Things I can do to help my world CLPE Planet full of plastic Three billy goats gruff, three little pigs, Gingerbread man Rosies walk Martha maps it out	Errol's Garden CLPE Peepo The tiger who came to tea Yucky worms CLPE
Core nursery rhymes (not limited to)	The Grand Old Duke of York There Was an Old Lady Who Swallowed a Fly	Ten in the Bed Down in the Jungle	When Goldilocks Went to the House of the Bears
	Building blocks to KS1	Building Blocks to KS1 Literacy: Developing writing to produce simple sentences using appropriate grammar such as a capital letter, full stop and finger spaces.	Building Blocks to KS1



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	<p>Literacy: Beginning to form recognisable letters and match letter to sound.</p> <p>Mathematics: Number recognition, formation and matching numeral to quantity 1-5 (10 where appropriate)</p>	<p>Mathematics: Adding two groups/quantities.</p>	<p>Literacy: Writing simple phrases and sentences which can be read by themselves and others, using capital letters, full stops and finger spaces.</p> <p>Mathematics: Numbers to 20 to prepare for place value</p>
CLLD	<p>Listening and attention -I can listen to stories and non-fiction, understanding and retaining a growing number of new words. I can listen to others in a whole class group. I can understand what objects are used for e.g. paintbrushes for painting.</p> <p>Speaking -I can communicate using longer sentences with a simple connective e.g. because, and. I can retell a story using signs to support me. I know how to take turns in conversations in play. I know how to express my ideas during carpet time. I can answer why questions.</p>	<p>Listening and attention -I can understand a short story without pictures or prompts. I know how to listen attentively. I know listening is important. I can learn new words linked to the interests of others</p> <p>Speaking -I can talk about a past event sometimes using correct tense. I can retell a familiar story. I can use the correct pronouns during conversations. I know how to introduce interesting vocabulary into class/group discussions, especially when linked to my interests.</p>	<p>Listening and attention -I can ask questions when I don't understand something I can maintain attention and listen effectively in a wide range of situations I can understand and answer why, how, where, who and what questions</p> <p>Speaking -I can include recently introduced vocabulary in independent play. I can use a mix of storybook language and my own words to complete a story. I can sequence an event or story using words such as first, next, then, before and finally. I know a poem, and a bank of rhymes and songs off by heart.</p>
PSED	<p>PSED IS TAUGHT THROUGH WEEKLY CIRCLE TIME FOLLOWING JIGSAW SCHEME AND IN AN ONGOING WAY AS SITUATIONS / EVENTS ARISE DURING DAY TO DAY INTERACTIONS.</p>		
Throughout PSHE sessions children will look in at themselves considering their own ideas, opinions and thoughts on a range of topics and will look out	<p>Self regulation-I can contribute to class/group discussions, talking about my ideas, emotions and experiences. I know that some behaviour is unacceptable. I know the routine of the day. I can follow a simple two part instructions with help and prompts.</p>	<p>Self regulation- I can express and describe my feelings with a simple explanation of why. I can try to comfort others if they are hurt or upset. I know how to follow a two part instruction.</p> <p>Children will begin to understand their own feelings and be given opportunities to consider the feelings of others</p>	<p>Self regulation- I can understand my feelings and others feelings. I know how to respond to feelings appropriately. I can follow several ideas and instructions at once. I understand rules and routines and why we do them.</p>



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<p>towards others by showing respect for others opinions ideas and feeling s</p>	<p>Managing self -I can make healthy choices with adult support. I can change my shoes independently. I can use a range of fastenings in clothing - on wetsuits and wellies. I know how to look after resources in my classroom. I know when I need to brush my teeth. I notice risk in my play.</p> <p>Building relationships -I can talk about my likes and dislikes. I can talk about my family. I can develop new relationships. I know who can help me in the event of conflict.</p>	<p>Managing self - I know some ways to keep my body healthy, including oral hygiene. I can help others to use resources. I know the importance of keeping trying when I am trying to achieve a goal. I can begin to assess risk.</p> <p>Children will look in at themselves to begin to know what makes them healthy</p> <p>Building relationships -I know how to share resources with others. I can share my ideas and what interests me. I know some vocabulary to help resolve conflicts, e.g. sorry, that made me feel...</p>	<p>Managing self - I can persevere and show resilience in challenging situations. I know how to keep my body safe and healthy. I can use a knife and fork to eat with. I can reflect on my achievements with pride. I know how to fasten my coat. children will begin to understand how they can work to achieve a goal.</p> <p>Building relationships - I know how to work and play cooperatively, taking turns. I can build respectful relationships. I show that I am kind. I know some ways to resolve conflicts. I respect the ideas of others. Children will look out at their friends and begin to talk about what makes them special</p>
<p>PD</p>	<p>Gross motor skills -I am happy to demonstrate some moves in front of an audience. I can use wheeled vehicles safely and negotiate obstacles. I can catch and throw a large ball. I can follow a simple routine during music and movement sessions. I can confidently negotiate the outdoor provision.</p> <p>Fine motor skills -I can use a range of mark making resources to draw confidently. I know that tools have to be used safely.</p>	<p>Gross motor skills -I know how to sit with good posture on the floor or table to complete an activity. I can catch and throw a medium sized ball. I can jump over an object landing with both feet. I can create a simple routine. I can confidently climb under and over (indoor and outdoor).</p> <p>Fine motor skills -II know how to correctly form 10 letters and some numbers. I can use scissors to cut out a shape. I can stay within the lines when shading in an area I have drawn.</p>	<p>Gross motor skills -I can negotiate space and obstacles safely. I can balance and walk along a beam, using my arms to balance. I can participate in a game of hop scotch. I know how to stand appropriately in a line.</p> <p>Fine motor skills - I can use a range of small tools independently correctly holding a knife and fork. I know how to use a pen holding a tripod grip. I know how to show accuracy when drawing. I know how to form most letters correctly. I</p>



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	<p>I can use scissors to cut along a line, mostly accurately.</p> <p>I can weave with ribbon or wool, following a simple in and out pattern.</p> <p>I can write my name and form some letters that are important to me.</p>		<p>can use scissors to cut out a shape or picture with increasing accuracy.</p>
Lit	<p>Comprehension-I can understand the words author and illustrator.</p> <p>I can make a prediction about the book based on the front cover/title.</p> <p>I know events that happen at the start and end of a story.</p> <p>I can describe and talk about some of the characters from key books.</p> <p>Word reading - I can read some individual letters by saying the sound for them (RWI scheme)</p> <p>I can blend sounds into words when spoken by an adult.</p> <p>Writing - I can write my first name independently.</p> <p>I can write letters that I have learned in my independent play.</p> <p>I can write some correct initial sounds. I can write some CVC words.</p>	<p>Comprehension-I can use a story map to retell a story.</p> <p>I know events that happen at the start, middle and end of a story.</p> <p>I can use recently introduced vocabulary from a focus book during play.</p> <p>I can make predictions about what will happen next, based on the story so far.</p> <p>Word reading - I know 26 initial sounds.</p> <p>I can read some CVC words using the letter sounds I know.</p> <p>I can read some red words (RWI scheme)</p> <p>Writing - I can write some phonetically plausible words.</p> <p>I can write some common exception words.</p> <p>I can write simple labels and captions.</p> <p>I am beginning to use full stops.</p> <p>I am beginning to use finger spaces.</p> <p>I can write some CCVC and CVCC words.</p>	<p>Comprehension-I can retell a story that has been read to me using new vocabulary.</p> <p>I can anticipate key events in stories.</p> <p>I can use and understand recently used vocabulary during class discussion and or role play.</p> <p>I can suggest appropriate alternative endings of a story.</p> <p>Word reading - I know my alphabet sounds and 10 digraphs.</p> <p>I can use my phonic knowledge to read short words.</p> <p>I can read simple sentences including red words.</p> <p>I can read Green Story Books (RWI scheme).</p> <p>Writing -I can write letters which are mostly correctly formed.</p> <p>I can use my phonic knowledge to write words.</p> <p>I can write simple phrases and sentences that can be read by others.</p> <p>I sometimes use capital letters and full stops correctly.</p>



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			I can use finger spaces between words most of the time.
Maths	<p>We follow the 'Master the Curriculum' as part of our maths learning during lessons, as well as having resources available in the provision for children to use independently and to continue their learning throughout the day.</p> <p>As part of daily routine and continuous provision:</p> <p>Daily self-registration (counting how many children are here/absent using 10 frames); counting how many children in key group, recording amounts in a range of ways; holding up fingers to represent amounts; locating matching numeral on number line; open ended natural objects can be used for counting, weighing, comparing, sharing, making patterns; singing number rhymes and songs.</p>		
	<p>Getting to know you Match, sort and compare Talk about measure and patterns Its me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p>Alive in 5 Mass and Capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3-D shapes</p>	<p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections</p>
UTW	<p>People and communities- I can talk about another country using photographs. I can tell you about the people in the community that help me. I know the Christmas story and take part in the Christmas show. I know Diwali is a sikh and Hindu festival.</p> <p>Past and Present - I can retell an event, putting things in a sequence. I can say something I can do now I couldn't as a baby. I can talk about what babies needs.</p> <p>The natural world -I can talk about some of the changes that occur in Autumn eg the weather is changing, it is getting darker earlier, I can find conkers and acorns at</p>	<p>People and communities- I know key geographical language such as river, forest and mountain. I know weather conditions around the world change and have different climates. I know buildings are different around the world. I can describe and talk about the key landmarks in my area. I can organise my knowledge of the local area into a map e.g the route to the woods.</p> <p>Past and Present - I can talk about a special past event, sometimes using the past tense correctly. I can sequence and talk about the stages of development from newborn baby to a 5 year old using photos. I know that things happened before I was born</p>	<p>People and communities- I can use non-fiction texts to research my interests I know some similarities/ differences between religious and cultural communities in my class e.g Diwali, Christmas, Eid. I can talk about some differences and similarities between life in the country that I live and other countries. I can use a world map to say where I live and where I have visited/ where a friend is from.</p> <p>Past and Present- I can talk about someone in my extended family eg grandma, uncle. I can look at a collection of objects from</p>



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	<p>this time of year. I know what the word hibernation means. I can describe Autumn leaves, noticing details about shape, size and texture. I can use Autumnal natural objects to make patterns and pictures, naming conker, acorn and pine cone. I know that I must not eat berries/fungi that I find in the woods. I can distinguish between natural and made objects, sorting them accordingly. I know that litter can harm animals</p>	<p>(discussion about older siblings, parents, wider family members). The natural world - I can talk about the clothes I need to keep me warm. I know to take extra care when it is icy outside. I can identify snow, ice and frost. I can make marks in the frost using warm water. I can follow instructions about how to sow a seed. I know how to care for plants with adult support. I can notice signs of Spring eg buds and shoot. I can notice details in natural objects and make some marks to represent them. I know that it is not safe to pick rubbish</p>	<p>the past, noticing similarities and differences. I can talk about what is different and what is the same when looking at photos of familiar objects. eg cars and buses from the past and present. The natural world -I can talk about the differences and similarities between the minibeasts I find outdoors. eg I butterfly can fly but a spider can't. A spider has 8 legs but an ant has 6 legs. I can make a recognisable drawing of a natural object, including key features eg seeds and petals on a sunflower. I know that it is important to drink lots of water, especially when the weather is hot. I know what season it is now. I know and can explain the life cycle of a butterfly/frog. I know that in the natural world, things die eg plants, insects. I know that some animals are endangered.</p>			
RE	<p>The subject is split into 6 BIG questions which are covered over the year, looking at Christian views but also learning about other faiths and beliefs such as Judaism and Islam</p> <p>As part of daily routine and continuous provision: Adults encourage children to use items in the provision to encourage small world play relating to topics covered, such as building churches, the Easter story or the Creation story. Books are readily available for children to access as well as resources available in the classroom prayer area. Children will have opportunities to access the school prayer area according to the timetable.</p>					
	<p>Being Special: Where do we belong?</p>	<p>Why is Christmas special for Christians?</p>	<p>Why is the word 'God' so important to Christians?</p>	<p>Why is Easter special to Christians?</p>	<p>Which places are special and why?</p>	<p>What times/stories are special and why?</p>



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<u>Theology – making sense of belief</u>					
Children will retell religious stories	Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories	Children will retell stories, talking about what they say about the world, God, human beings	Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God	Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah
<u>Human and Social Sciences- making connections</u>					
Children will retell stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special	Children will recall simply what happens at a traditional Christian festival (Christmas)	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Think about the wonders of the natural world, expressing ideas and feelings Children will be encouraged to talk about what people do to mess up the world and what they do to look after it.	Talk about ideas of new life in nature Make connections with signs of new life in nature and the symbols Christians use during holy week	Talk about somewhere that is special to themselves, saying why Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world.	Identify some of their own feelings in the stories they hear
<u>Philosophy- understanding the impact</u>					
Recall simply what happens at a traditional Christian infant baptism and	Talk about people who are special to them	Say how and when Christians like to thank their Creator	Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.,	Recognise that some religious people	Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the



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	<p>dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Say what makes their family and friends special to them</p> <p>Making connections from stories with Personal experiences.</p>		<p>Talk about some ways Christians remember these stories at Easter.</p>	<p>have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p>	<p>story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews About standing up for what is right), etc.</p>
<p>EAD</p>	<p>Being imaginative and expressive - I can create simple rhythmic patterns using instruments and body percussion.</p> <p>I can sing songs using call and response.</p> <p>I can play instruments with control, following patterns or sequences.</p> <p>I can participate in group performances, singing and playing instruments.</p> <p>Creating with materials-I can choose colours that match the object being drawn.</p> <p>I know that I can join different materials together using glue, tape, staples etc.</p> <p>I can choose resources that are fit for purpose eg I chose plastic because I needed something that would float.</p> <p>I can predict what will happen when two colours mix together.</p> <p>I can draw a recognisable person including key features.</p> <p>I can name structures when building with blocks and construction materials.</p>	<p>Being imaginative and expressive - I know some musical and story language. I can match the setting of my play to an appropriate area.</p> <p>I can explore different music and stories to reflect different moods or scenes.</p> <p>I can sing or tell stories as a group or in chorus playing in time with others / following a conductor.</p> <p>Creating with materials-</p> <p>I can go back to my pictures or models to add detail and make changes.</p> <p>I can explain why I chose a particular technique or material eg. I used Sellotape because the glue was too runny to hold something heavy.</p> <p>I know that adding white to a colour will result in a paler shade.</p> <p>I can sort objects made from different materials including wood, plastic, metal.</p> <p>I can build representations using blocks and construction materials.</p>	<p>Being imaginative and expressive - I can perform confidently in front of an audience, singing and playing instruments.</p> <p>I can remember and perform songs and stories I've learned throughout the year.</p> <p>I can use appropriate language to express myself in play (i.e musical/Story) to describe the music I hear and create.</p> <p>I can reflect on my performance and storytelling and think about strengths and about how to improve.</p> <p>I can invent narratives to my play and recount what happened and perform again.</p> <p>Creating with materials-</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can experiment and plan my creations, explaining the process and decisions I made.</p> <p>I can provide a written or verbal plan to</p>			



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			<p>coach someone else to repeat my creation.</p> <p>I can make use of props and materials when role playing characters in narratives and stories.</p>
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