

LITERACY

Comprehension Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).

Word Reading 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 all tricky words from Phase 2 and some from Phase 3. Individual reading to match current phonics phase.

Writing Emergent writing: Use appropriate letters for initial sounds.

Composition: Orally compose a sentence and hold it in memory before attempting to write it, use appropriate conjunctions.

Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes

Handwriting: Show a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

Phonics Phase 2/3. Consolidate Phase 2 skills. Begin Phase 3- Learn the grapheme -phoneme correspondence for j, v, w, x, y, z, zz, qu. Know the 4 consonant digraphs – sh, th, ch, ng and the vowel digraphs ai, ee, igh and oa. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

Listen to key texts in small groups/whole class. Retell key texts with story props/small world toys/puppets. Respond to texts in a range of creative ways- drawing story maps/sequencing events/describe and annotate settings and characters.

Develop 'Gruffalo Den' role play area-write messages to/from the Gruffalo. Write signs and labels for classroom and role-play area.

MATHS

Number Recognise numerals 1 to 8. Count up to eight objects by saying one number name for each item. Count actions or objects which cannot be moved. Use the language of 'more' and 'fewer' to compare two sets of objects. Find the total number of items in two groups by counting all of them. Say the number that is one more than a given number. Find one more or one less from a group of up to eight objects. Begin to recall number bonds up to 5. Explore patterns within numbers-evens and odds and some double facts.

Measure and capacity Order two items by mass or capacity.

WRM Block 1-Alive in 5! Introducing zero, Find 0 to 5, Subitise 0 to 5, Represent 0 to 5 Find 1 more and 1 less Composition of numbers to 5, Conceptual subitising to 5 Numberblocks series 1 ep 6-15 series 3 ep 1-5

WRM Block 2-Mass and capacity Compare mass, Find a balance, Explore capacity, Compare capacity

WRM Block 3-Growing 6,7,8 Find 6, 7 and 8, Represent 6, 7 and 8, Find 1 more and 1 less, Composition of 6, 7 and 8, Make pairs – odd and even, Double to 8 (find a double), Double to 8 (make a double). Numberblocks series 2 episodes 1,2,3,8,9,12 series 3 ep 14

COMMUNICATION & LANGUAGE

Listening, Attention and Understanding

Listen attentively in a range of situations and know how to listen carefully e.g., know that it is important to look at who is talking to them and think about what they are saying. Maintain attention, concentrate, and sit quietly during appropriate activity for a short time. Consider the listener and takes turns to listen and speak in different contexts.

Speaking

Know how to make a prediction about what might happen next or story endings in response to texts read. Engage in non-fiction books. Know that events in a story can link to their own experiences. Introduce a storyline into their play. Know how to use talk to pretend objects stand for something else in play. Begin to know the past tense of verbs. Offer explanations for why things happen. Recount events that happen in their day.

Ongoing throughout the year

Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.

RECEPTION

Curriculum Planning

Spring 1 2026

Winter weather



Key Texts The Gruffalo
The Gruffalo's child
One Snowy Night
The Magic Paintbrush

Role Play Gruffalo Den



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

'SCARF' themes: Keeping myself safe

What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe

Self-Regulation

Identify, express and moderate own feelings socially and emotionally. Consider the feelings and perspectives of others. Show resilience and perseverance in the face of challenge.

Managing Self

Manage own personal hygiene needs. Know and talk about the different factors that support overall health and wellbeing-physical activity/sleep/healthy eating/screen time.

Building relationships

Build constructive and respectful relationships. Show sensitivity to their own and others' needs.

Ongoing throughout the year

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

EXPRESSIVE ARTS AND DESIGN

Creating with Materials Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. 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.

Being imaginative and Expressive Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play.

AccessArt-Collecting colour

SingUp- Up and down

PHYSICAL DEVELOPMENT

Gross Motor

Be increasingly independent with dressing skills, for example, putting coats on and doing up zips. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Progress towards a more fluent style of moving, with developing control and grace. 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.

Fine Motor

Develop fine 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.

Ongoing throughout the year

Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continue to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions.

UNDERSTANDING THE WORLD

Seasonal Celebrations and Festivals Chinese New Year-compare to familiar celebrations.

Past and Present Comment on images of familiar situations in the past. Compare and contrast figures from stories, including figures from the past.

People, Culture and Communities Understand that some places are special to members of their communities. Recognise that people have different beliefs and celebrate special times in different ways. **RE theme Special stories** Why are some stories special? What special messages can we learn from stories? Become familiar with the idea that some books are sacred and holy. Learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims.

The Natural World Explore the natural world around them, using all senses. Explore and describe seasonal changes in Winter. Recognise some similarities and differences between life in this country and life in other countries.