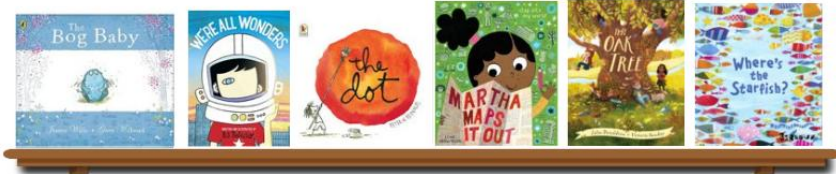


Reception Curriculum Overview

The following curriculum plan is fluid and incorporates all aspects of the EYFS curriculum. At Crown Street Primary School, we are constantly evolving our curriculum in response to the needs and interests of our learners and national strategies. For the most up-to-date information of what your child is learning please visit our Year Group page on the school website, which is regularly updated throughout the year.

Reception: 2025 - 2026				
Character Traits: Bravery, Citizenship, Curiosity, Gratitude, Integrity, Kindness				
Character Traits				
Theme Bookshelf	 When a Dragon Goes to School You Choose Tree The One and Only You That's Not My Name! What We'll Build	 The Foggy Foggy Forest The Snow Thief The Invisible The Circular Square Dogs don't do Ballet The Pet Potato	 The Bog Baby We're all Wonders The Dot Martha Maps it Out The Oak Tree Where's the Starfish?	
Rights Respecting Articles	Article 1: All children have rights Article 7: Right to a name Article 8: Right to an identity Article 28: Right to go to school	Article 12: Right to express their views and opinions Article 15: Right to choose your own friends Article 29: Education must develop every child's personality, talents and abilities Article 31: Right to rest and play	Article 13: Right to share thoughts freely Article 27: Right to healthy food, clothing and safe home Article 29: Education must develop every child's personality, talents and abilities Article 30: Right to your own culture, language, and religion	
Personal, Social Emotional Development	See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and 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			
Physical Development	Gross motor skills: Dance / Movement Skills Fine motor skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Gross motor skills: Gym / Games (object manipulation) Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery	Gross motor skills: Athletics / Target Games Fine motor skills: Begin to show accuracy and care when drawing	
Communication and Language	Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas and use recently introduced vocabulary	Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Speaking: Offer explanations for why things might happen and use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding Speaking: Express their ideas and feelings about their experiences using full sentences – including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	
Literacy	Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Word Reading: Say a sound for each letter in the alphabet and to read words consistent with their phonic knowledge by sound-blending Writing: Write recognisable letters – most of which are correctly formed, write labels and captions, letters, lists and non-chronological reports	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Continue to read words consistent with their phonic knowledge by sound-blending Writing: Spell words by identifying sounds in them and representing the sounds with a letter or letters. Begin to write stories (beg, mid, end), appropriate openers, instructions and newspaper reports	Comprehension: Anticipate – where appropriate – key events in stories Word Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Writing: Write simple phrases and sentences that can be read by others, use adjectives and write poetry and invitations	
Mathematics	Place value: Numbers to 5, comparing groups Addition and Subtraction: Sorting, change within 5 Measurement: Time	Place value: Numbers to 10 Addition and Subtraction: Numbers to 5, addition to 10 Geometry: Shape and Space Measurement: Measure length	Place value: Numbers to 20 Addition and Subtraction: Count on and back Multiplication and division: Numerical patterns Geometry: Exploring patterns Measurement: Measure capacity	
Understanding the World	Past and Present: Talk about the lives of the people around them and their roles in society People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps The Natural World: Explore the natural world around them by making observations and drawing pictures of animals and plants	Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class The Natural World: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Past and Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class People, Culture and Communities: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps The Natural World: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	
Expressive Arts and Design	Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Being imaginative & expressive: Sing a range of well-known nursery rhymes and songs Performance: Winter Performance	Creating with materials: Make use of props and materials when role playing characters in narratives and stories Being imaginative & expressive: Invent, adapt and recount narratives and stories with peers and their teacher Performance: Spring Performance	Creating with materials: Share their creations and explain the process they have used Being imaginative & expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Performance: Class Assembly	