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: 2026 - 2027			
Character Traits	**Bravery, Citizenship, Curiosity, Gratitude, Integrity, Kindness**		
Theme Bookshelf	 **When a Dragon Goes to School | You Choose | Tree | The Same Buy Different Too | That's Not My Name! | What We'll Build**	 **The Foggy Foggy Forest | The Snow Thief | The Three Little Pigs | Caterpillar Cake | Dogs don't do Ballet |**	 **The Bog Baby | Goldilocks and the Three Bears | 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 8: *Right to an identity* Article 17: *Right to access to information* Article 24: *Right to health, water, food and safe environment* Article 29: *Aims of Education*
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 Exploring Drawing Club	**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: N**umbers to 5, comparing groups **Addition and Subtraction:** Sorting, change within 5 **Measurement: T**ime	**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