



# Reception – Curriculum Overview - 2026-27



|                                                                         | <u><b>Autumn 1</b></u>                                                                                                                                                                                                                                                                                                                     | <u><b>Autumn 2</b></u>                                                                                                                                  | <u><b>Spring 1</b></u>                                                                                                                                                                                                               | <u><b>Spring 2</b></u>                                                                                                                                                     | <u><b>Summer 1</b></u>                                                                                                                                                                                             | <u><b>Summer 2</b></u>                                                                                                                                       |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b><br><a href="#">RWI</a><br><a href="#">Literacy Shed+</a> | <b>At Stanburn, our chosen SSP is Read Write Inc.</b><br>By ensuring high-quality phonics teaching and improving literacy levels, we will ensure we: give all children a solid base on which to build as they progress through school and help them develop the habit of reading both widely and often, for both pleasure and information. |                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                                                                                    |                                                                                                                                                              |
| <b>Writing</b>                                                          | *In Reception pupils are exposed to a range of writing stimuli and these form the basis of the writing produced.                                                                                                                                                                                                                           |                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                                                                                    |                                                                                                                                                              |
|                                                                         | <a href="#">Handwriting</a> - Letter formation<br>Name writing<br>Mark-making                                                                                                                                                                                                                                                              | <a href="#">Grammar</a> - basic sentence structure.<br>CVC words<br>Name writing<br><a href="#">Recounts</a>                                            | <a href="#">Descriptive writing</a><br><a href="#">Poetry</a> – Rhyming words                                                                                                                                                        | <a href="#">Grammar</a> - basic punctuation and finger spaces<br><a href="#">Recounts</a>                                                                                  | <a href="#">Narrative</a> (simple short stories)<br><a href="#">Instructions</a><br><a href="#">Poetry</a> – Riddles                                                                                               | <a href="#">Information fact file</a><br><a href="#">Descriptive writing</a> (character)<br><a href="#">Letter writing</a> – (note to a new teacher)         |
| <b>Maths</b><br><a href="#">White Rose Education</a>                    | Match, Sort and Compare<br>Talk about Measure and Patterns<br>It's me 1, 2, 3<br>Circles and Triangles<br>1, 2, 3, 4, 5<br>Shapes with 4 sides                                                                                                                                                                                             |                                                                                                                                                         | Alive in 5<br>Mass and Capacity<br>Growing 6, 7, 8<br>Length, Height and Time<br>Building 9 and 10<br>Explore 3D Shapes                                                                                                              |                                                                                                                                                                            | To 20 and beyond<br>How many now?<br>Manipulate, compose and decompose<br>Sharing and Grouping<br>Visualise, Build and Map<br>Make Connections                                                                     |                                                                                                                                                              |
| <b>Science</b>                                                          | Understanding the World                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                                                                                    |                                                                                                                                                              |
| <b>History</b>                                                          | Understanding the World                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                                                                                    |                                                                                                                                                              |
| <b>Geography</b>                                                        | Understanding the World                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                                                                                    |                                                                                                                                                              |
| <b>Art and DT</b><br><a href="#">KAPOW</a>                              | <a href="#">DT: Structures</a><br>Junk Modelling                                                                                                                                                                                                                                                                                           | <a href="#">Art: Drawing</a><br>Marvellous Marks                                                                                                        | <a href="#">DT: Textiles</a><br>Bookmarks                                                                                                                                                                                            | <a href="#">Art: Painting &amp; Mixed Media</a><br>Paint my world. Easter<br>Hanging Decoration                                                                            | <a href="#">DT: Cooking &amp; Nutrition</a><br>Rainbow Salad                                                                                                                                                       | <a href="#">Art: Sculpture and 3D</a><br>Creation Station                                                                                                    |
| <b>Computing</b><br><a href="#">Purple Mash</a>                         | <a href="#">Internet Safety:</a><br>Purple Mash '2BeSafe' – <a href="#">Health, Well-being and Lifestyle</a><br><b>Mouse and trackpad skills</b><br>Logging onto devices<br>Simple mouse control<br>Clicking and double clicking<br>Scrolling                                                                                              | <b>Keyboard skills</b><br>Finding letters<br>Using the spacebar<br>Alternating between upper and lower case letters<br>Deleting letters using backspace | <a href="#">Internet Safety:</a><br>Purple Mash '2BeSafe' – <a href="#">Privacy and Security</a><br><b>Drawing skills</b><br>Selecting tools<br>Using the undo button<br>Using the mouse to drag and click<br>Saving work in folders | <b>Robots</b><br>Describe a route in progress<br>Using buttons to make a robot move<br>Input a program of 2 or 3 steps into a floor robot<br>Evaluate and improve programs | <a href="#">Internet Safety:</a><br>Purple Mash '2BeSafe' – <a href="#">Self-image and identity</a><br><b>Sounds and photography</b><br>Using built in sound effects<br>Taking photos<br>Saving or deleting photos | <b>Research</b><br>Using a child friendly search engine<br>Searching for information using the search bar<br>Copying and pasting<br>Creating a simple poster |
| <b>PE</b><br><a href="#">PE Hub</a>                                     | Dance<br>Fitness                                                                                                                                                                                                                                                                                                                           | Gymnastics<br>Speed Agility Travel                                                                                                                      | Body Management<br>Manipulation & Coordination                                                                                                                                                                                       | Gymnastics<br>Manipulation & Coordination                                                                                                                                  | Dance 2<br>Speed Agility Travel                                                                                                                                                                                    | Body Management<br>Cooperation & Solve Problems                                                                                                              |
| <b>RE</b><br><a href="#">KAPOW</a>                                      | Understanding the World                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                                                                                    |                                                                                                                                                              |
| <b>PSHE</b><br><a href="#">Jigsaw</a>                                   | Being me in my world                                                                                                                                                                                                                                                                                                                       | Celebrating differences                                                                                                                                 | Dreams and goals                                                                                                                                                                                                                     | Healthy me                                                                                                                                                                 | Relationships                                                                                                                                                                                                      | Changing me                                                                                                                                                  |
|                                                                         |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                         | Feelings                                                                                                                                                                                                                             | Words                                                                                                                                                                      | Numbers                                                                                                                                                                                                            | Movement                                                                                                                                                     |
| <a href="#">Mr French</a>                                               | MFL is taught from KS2                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                                                                                    |                                                                                                                                                              |



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