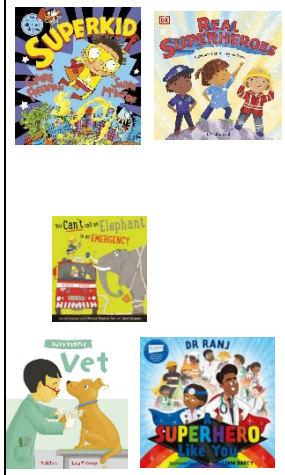
Reception Curriculum Overview 2026-2027

This is an overview of the topics, themes or possible lines of enquiry that we may follow during the Reception year at Little London Academy. However, we are not restricted to these, and we may adapt our learning to take children's interests and fascinations into account. Themes are on a 2-year cycle, this will be highlighted below: Year 1, Year 2

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me	Superheroes/People who help us Celebrations and Festivals	Winter Wonderland	All around the world! Space	Under the Sea Farms	Growth/minibeasts/lifecycles A World of Pure Imagination - the children will pick a theme that interests them.
Summary intent statement	In this topic, the children will learn about their own identities, developing awareness of their own feelings and needs; recognising what makes them unique. They will foster self-awareness, social skills and confidence as they begin to understand themselves and others.	Year 1 – This topic will introduce people in our community and the different roles they play. Children will discover how these individuals help keep others safe and will build early knowledge of community and responsibility. Year 2- Children will learn about festivals and celebrations from around the world through music, stories, food and traditions. They will recognise the similarities and differences between celebrations and make sense of how people live and celebrate across different cultures.	Children will explore the features of winter and seasonal change. They will learn how weather affects people, animals and environments, developing understanding of animal adaptation. They will describe, compare and make sense of different habitats.	Year 1 - Children will develop an understanding of places beyond their own community, exploring countries, cultures and environments. They will notice how landscapes, weather and habitats vary across the world through themes such as deserts, rainforests and safari. They will broaden their awareness of diversity and build early geographical skills. Year 2- Children will learn about the sky, the Sun, Moon and space exploration through stories, observation and simple scientific enquiry. They will make sense of what they see in the sky and deepen their awareness of the world beyond Earth.	Year 1 - Children will investigate what lies beneath the ocean's surface, developing their understanding of sea creatures, their habitats and the features that help them survive. They will build curiosity about the natural world and develop early scientific concepts such as floating and sinking. Year 2 – Children will learn about life on a farm and through observation, discussion and hands on experiences, will develop an understanding of animal needs, food production and how farms support everyday life.	Year 1- Children will explore how living things grow, change and survive. They will develop an understanding of growth, lifecycles and new life through careful observation and hands-on exploration. This topic will nurture their curiosity, care and respect for the natural world while they question, compare and explain changes over time. They will reflect on their journey through the EYFS and begin their transition into the next stage of learning. Year 2 - TBC
Overarching Question	What makes me special?	Year 1 - Are we all the same? What makes someone a superhero? Year 2 - Why and how do people celebrate in different ways?	What happens in winter? What is Hibernation?	Year 1- What's beyond our community? Year 2 - What's beyond the clouds and stars?	Year 1 - What can we find under the sea? Year 2 - Who lives on the farm?	Year 1 - How do living things grow and change? Year 2 – Where can our imagination take us?
Focus Topics	Starting School My Family Ourselves Daily Routines/ Settling in Fairy tales linking closely to family.	Year 1 - People in the community -British Values, responsibility and rules. -Real life superheroes- people in our community.	Seasons Animal adaptations Penguins Antarctica	Year 1 – Countries and cultures -Maps and globes -Journeys and travel -Weather and environments; Safari, Rainforest, Jungle Desert Year 2- The sky above us	Year 1 - The beach -The ocean and how animals move. -Protecting our oceans Floating and sinking (science exploration) -Pirates	Year 1 – Minibeasts, lifecycles and habitats. Growth and change. -What do living things need and how do we care for them. -Outdoor exploration.

Reception Curriculum Overview 2026-2027

		Qualities/characteristics of a superhero. Year 2- Purpose of celebrations -Festivals around the world -Family traditions and community events.		-The planets Space exploration	Year 2- Farm animals and what they need. -Farm jobs -Crops and plants, including machine and tools to us. -How farms help us.	-Simple scientific enquiry- sorting, classifying and comparing. Year 2 – Storytelling and narrative. -Creating imaginary worlds. -Inventing new objects including potions and inventions.
Core Texts						
Memorable Experiences	Library visit us. This is Me gallery with family photos and self-portraits.	Performances Diwali party sample traditional foods. Christmas Performance. Visit local post box – letters to Santa.	Outdoor exploring Spot signs of winter in the outdoor environment. Ice investigation. What is Hibernation?	Safari day/rainforest experience/desert exploration day.	Animal visitors Children will observe the eggs as they are in the incubator and look after the chicks when they hatch. Trip Visit to the farm.	Gardening project Planting seeds and caring for crops. Caterpillar-to-butterfly.

Reception Curriculum Overview 2026-2027

		Visitors to talk to the children about their role in the community. Cornflake buns (cooking).				
Parental Partnerships	Stay and Play – Phonics Focus	Stay and Play – Superhero 'training' day- obstacle courses, problem-solving missions.	Stay and Play – Maths Focus	Stay and Play – Writing Focus	Stay and Play – Reading focus.	Stay and Play – Transition to KS1 Focus Home Visits
Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, story sessions, singing, speech and language interventions, class assemblies and weekly interventions.					
	Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Understand how to listen carefully and know why it is important. Use new vocabulary from stories read to them.	Children will begin to talk in front of small groups and their teacher, offering new ideas. Begin to understand how and why questions. Follow instructions with 2 parts in a familiar situation. Begin to use past tense.	Ask questions to find out more, offer their own ideas, and to check they understand what has been said to them. Consider the listener and take turns; contributing to the class or one on one discussion.	Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities. Articulate their ideas and thoughts in well-formed sentences. Use conjunctions, e.g. and, because.	Listen and respond attentively in a range of situations. Listen and understand instructions while busy with another task. Express ideas about feelings and experiences. Describe events in some detail. Use language to reason. Explain how things work and why they might happen.	Listen and respond with relevant questions, comments, or actions. Have conversations with adults and peers with back-and-forth exchanges. Make comments and clarify thinking with questions. Retell a familiar story. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults, expressing their ideas. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
Personal, Social and Emotional Development	Children will learn to express their likes, dislikes, feelings. Children will understand the need for rules and behave respectfully	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Give focused attention to what the teacher	Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining.	Begin to know that children think and respond in different ways to them. Can talk about their own abilities positively.	Able to identify and moderate own feelings. Control their emotions using a range of techniques. Manage their own needs independently.

Reception Curriculum Overview 2026-2027

	Will be able to wash their hands independently and understand the importance of healthy food choices. Children will recognise different emotions.	Independently choose where they would like to play and seek support from adults when speaking to peers and adults.	says and begins to respond appropriately. Manage their own needs and develop independence when dressing and undressing. Can identify kindness. Seek others to share activities and experiences.	Can reflect on the work of others and self-evaluate their own work. Can show an understanding of their own feelings and begin to regulate their behaviour. Children will be able to use taught strategies to support in turn taking. Listen to the ideas of other children and agree on a solution and compromise.	Confident to try new activities. Learn to work as a group. Show resilience and perseverance. Begin to attend whole school assemblies. Will be able to independently follow instructions of three steps of more.	See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process with a 'can do' attitude. Children will have the confidence to communicate with adults around the school. Show sensitivity to others' needs and feelings. Attend assemblies- whole school.
Physical Development **They will take part in weekly Movement Play. In the Autumn 2 term, children will progress to structured PE lessons, following the GetSet4PE scheme.**	**Movement Play** Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Learn to move safely in a space.	**Introduction to PE Unit 1** Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Children will explore different ways to travel using equipment.	**Introduction to PE Unit 2** Combine different movements with ease and fluency Will be able to control a ball in different ways.	**Gymnastics: Unit 1** Children will balance on a variety of equipment and climb. Will jump and land safely from a height.	**Ball Skills Unit 1** Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Will be able to play by the rules and develop coordination.	**Northern Dance** Will move safely with confidence and imaginati9on, communicating ideas through movement (i.e. jumping, running, skipping and hopping).

Reception Curriculum Overview 2026-2027

	Fine Motor They will develop their fine motor skills through a variety of classroom resources. - Begin to choose a preferred hand and an 'assist' hand during activities. - Develop fine motor skills through a range of funky finger activities. - Begin to use a knife, fork and scissors safely - Practice writing names using name cards as well as some sounds from phonics. Funky Finger Station in Provision Name cards – for writing practice. Dough disco and squiggle to be implemented.	**Fine Motor** They will develop their fine motor skills through a variety of classroom resources. - Develop fine motor skills through activities: dough disco, Nelson handwriting activities. - Manage clothing - Develop a close grip of a pencil to begin writing some letters and draw simple pictures. - Mostly able to control and manipulate small tools. - Use the tripod grip to manipulate small objects. Funky Finger Station in Provision Name cards – for writing practice. Dough disco and squiggle to be implemented.	**Fine Motor** They will develop their fine motor skills through a variety of classroom resources. Develop the foundations of a handwriting style which is fast, accurate and efficient. - Strengthen and develop using tripod grip and write some letters that are correctly formed - Begin to take care while drawing and show control in movements. - Use a knife and fork correctly Writing Station in Provision RWI letter mats to be available Variety of writing tools Funky Finger Station in Provision	**Fine Motor** They will develop their fine motor skills through a variety of classroom resources. - Dress and undress with reduced support - Demonstrate fine motor skills when threading, joining, making models etc. - Forms letters with one movement. - Some consistency in letter formation. Writing Station in Provision RWI letter mats to be available Variety of writing tools Funky Finger Station in Provision	**Fine Motor** They will develop their fine motor skills through a variety of classroom resources. - Cut using a knife and fork correctly - Hold a pencil effectively - Show accuracy when drawing - Show consistency with letter formation. Writing Station in Provision RWI letter mats to be available Variety of writing tools	**Fine Motor** They will develop their fine motor skills through a variety of classroom resources. - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing - From letters correctly using a tripod grip. Writing Station in Provision RWI letter mats to be available Variety of writing tools
Literacy ***Phonics – RWI scheme*** **This will be planned from the *Talk Through Stories* (Ruth Miskin) across the year**	Children will be assigning meanings to marks, talking about what they have drawn and beginning to write initial sounds to label their work. Will independently look at a book, hold it the correct way and turn the pages.	Children will be using their phonics skills to read simple CVC words and write sounds that they hear in words.	Children will act out stories using recently introduced vocabulary. Children will continue to develop their phonics skills to read CVC/CCVC words and sentences with digraphs (2 letter sound) and write short captions.	Children will be able to talk about the characters in the books that they are reading. Children will become more confident reading red words, such as the, I, my, is and no. They will use these in their writing. Secure all single sounds and taught diagraphs and increase confidence reading CVC/CCVC words. Read words containing most of the digraphs. Use phonics independently for word reading and begin to	This half term we move onto more complex words in our reading, such as multi-syllabic (catnap, carpark). In writing we will look for ways to add more detail. Secure most sounds taught and read longer sentences mostly independently. Spell worlds by identifying sounds in them and representing the sounds with a latter or letters.	Children will use their phonics skills from the year to write short stories and read more complex texts. Secure most, if not all, sounds and read more complex words. Read simple sentences fluently. Write recognizable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.

Reception Curriculum Overview 2026-2027

				read simple captions or phrases.		
Maths	**Getting to know you** **Number of the week 1 – 10 - different representations of each number and composition.** **Mastering Number** Children will: identify when a set can be subitised and when counting is needed. • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. • compare sets of objects by matching. • begin to develop the language of 'whole' when talking about objects which have parts. -Children will have a deep understanding of numbers 0-5. -Will verbally say which group has more or less. -Will compare equal and unequal groups. -Can identify and create AAB, ABC, and AABC patterns.		**Mastering Number** Children will: continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns. • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. • order numbers and play track games. • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. -Children will have a deep understanding of numbers 0-10. -Understand and explore the difference between odd and even numbers. -Can add and subtract using number sentences. -Understand the one more and one less than relationship between consecutive numbers.		**Mastering Number** Children will: continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. • compare quantities and numbers, including sets of objects which have different attributes. • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10. • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek. -Children will revise number bonds to 10, including doubling facts. -Will share quantities equally. -Will count beyond 20. -Will know a whole can be split in parts and apply to numbers to 10 and beyond.	
Understanding the World **Enquiry questions are taken from SNAP science, to link with KS1/2**	**Past and Present** Who lives here? What do you want to be when you grow up? Who is in your family?	**Past and Present** How does your family celebrate Christmas? Have you been to a bonfire? Understand the past through storytelling and events	**Past and Present** How does your family celebrate the New Year? Will talk about the lives of people around them. Learn about the past through the story of The Great Race –	**Past and Present** Do we still grow fruit and vegetables? Will talk about the past and present events in their lives and what has been read to them.	**Past and Present** How are farms different now? Understand the past through comparing to modern farming - how people used to have to harvest vegetables and crops and how it was	**Past and Present** What is different in our community? When doing class observations of the local area, discuss with the children how it might have looked in the past. Share photographs to make comparisons.

Reception Curriculum Overview 2026-2027

	Through reading the Goldilocks and the Three Bears story, children begin to recognise similarities and differences between the past and the present. When discussing family members in our home, talk about how life was different for older relatives. Will know about their own life story and how they have changed.	encountered – Guy Fawkes and Bonfire Night. https://www.bbc.co.uk/iplayer/episode/m001189h/my-first-festivals-series-2-7-bonfire-night Compare similarities and differences between the first Christmas and how we experience Christmas today.	link in with people, culture and communities. How old will you be this new year? How old will your mum or your teacher be this year? Children begin to understand the concept of time passing. Visiting nurse to share similarities and differences between her role now and her role in the past.	Link to the turnip story. Make clear to the children that in the past, lots of people would have grown fruits and vegetables in their home, especially if they lived in the countryside.	much more physical than today – e.g. combine harvester. Will know about the past through settings and characters.	Will know about the past through settings, characters and events.
	People, Culture and Communities Who is special to me? Following on from reading 'Goldilocks and the Three Bears', describe their home where they live and who are their family members that live in their home. Will know about features of the immediate environment using knowledge from observation and discuss autumn changes. Will know that there are many countries around the world.	**People, Culture and Communities** PWHU - Talk about members of their immediate family and community. • Name and describe people who are familiar to them. Where is India? Who celebrates Diwali? Celebrate Diwali and Christmas. Reading 'The story of Baby Jesus'. Reading the 'Rama and Sita Story'. Discuss if we go to religious buildings with our family and compare the religious and cultural community to Hindus and Sikhs. Will know about people who help us within the community.	**People, Culture and Communities** Where in the world is China? Celebrate Chinese New Year. Use maps and globes to find China. Use non-fiction videos to observe how the Chinese community celebrate. Children to share some similar experiences in class during the Chinese New Year week. Are any of these celebrations the same as when you celebrate new year on the 1st January? Or how is it different? Read 'The Great Race' to understand the reason for the year to be named after an animal. Which animal was it the year you were born?	**People, Culture and Communities** Why do we have farmers? Will know that people around the world have different religions. Reading 'Handa's Surprise' Story. Understanding people, culture and communities in this country and others (Africa). E.g., Comparing the environment where we live, the food that grows in our country, the animals we see.	**People, Culture and Communities** Where is Vesak? Watch non-fiction video- My First Festivals CBeebies-Vesak https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-vesak Observe how the Buddhist community celebrate. Children to share some similar celebration/ family experiences. Are any of these celebrations the same as when you celebrate a festival at home? Or how is it different? Will know that people in other countries may speak different languages.	**People, Culture and Communities** What is Eid al Adha? Touch on the meaning of the Muslim celebration and how some muslims take a journey (The Haajj) to visit a religious place. Watch non-fiction video- My First Festivals CBeebies-Eid Al Adha. https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-eid Observe how the Muslim community celebrate. Children to share some similar family experiences. Are any of these celebrations the same as when you celebrate at home? Or how is it different? Will know that simple symbols are used to identify features on a map.
	The Natural World Who lives here?	**The Natural World** What happens at night?	**The Natural World** How do you make a good bubble?	**The Natural World** Will talk about features of the environment they are in and	**The Natural World** Will make observations about animals discussing similarities and differences.	**The Natural World** Will know some important processes and changes in the

Reception Curriculum Overview 2026-2027

	Talk about what happens in Autumn/signs of Autumn. Explore and ask questions about the natural world around them. Understand the terms 'same' and 'different'.	What is the moon? What is in the sky?	What floats?	learn about the different environments. What is happening to the trees? What is the weather like? Will make observations about plants discussing similarities and differences. What can I grow for my dinner? Is all of a plant green?	Who has stripes? What is inside an egg? Who are my parents?	natural world, including states of matter. What makes it move? How does my toy work?
Expressive Art and Design ***Kapow art scheme used within provision and to inform planned enhancements***	**Art** **What do I look like?** Self portraits Transient art faces with natural objects Children will experiment mixing colours. **Drawing: Marvellous marks** Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. Artist we are focusing on: Kandinsky.	**Art** **What does Art look like?** Rangoli patterns, painting. Bonfire/firework art Children will experiment with different textures. **Painting and mixed media: Paint my world** Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. Artist we are focusing on: Van Goph; Starry Night	**Art** **How do you hold a paintbrush?** Children to create winter pictures using different strokes and techniques that they have previously learnt. Children to create a winter background with stickman - link to seasons. Consolidate previous learning and develop independent skills in Art and Design in the classroom and areas of provision. Artist we are focusing on: Claude Monet	**Art** **How can you use mixed media to create a 3D creation?** Children to safely explore different techniques for joining materials. They will create the solar system using papier mache, balloons, glue and paint. Artist we are focusing on: El Anatsui (Ghanaian sculptor).	**Art** **What colours can you find in the environment around you?** Outdoor art experiences. Nature colour wheels Will explore and use a variety of artistic effects to express their ideas and feelings. **Craft and design: Let's get crafty** Developing cutting, threading, joining and folding skills through fun, creative craft projects. Will make props and costumes for different role play scenarios. Artist we are focusing on: Andy Goldsworthy	**Art** **What shapes and colours can we use to create a piece of art?** Artists – Kandinsky Children will share creations, talk about process and evaluate their work. **Consolidate previous learning and develop independent skills in Art and Design in the classroom and areas of provision.** Artist we are focusing on: Henri Matisse.
	Design Technology	**Design Technology**	**Design Technology**	**Design Technology**	**Design Technology**	**Design Technology**

Reception Curriculum Overview 2026-2027

	Making a house for the three bears/goldilocks Making and tasting porridge	Making musical instruments – bells etc. Bonfire cakes. Shadow puppets – Rama & Sita	Planning, designing and making hats, scarves etc.	Planning, designing and making Safari vehicle/ an explorer backpack/ a rocket. Designing a pair of binoculars.	Planning, designing and making a home for the chicks/moving seas creature.	Planning, designing and making a big hotel.
	Music Learn to sing nursery rhymes and action songs: Incy Wincy Spider Twinkle Twinkle Little Star Humpty Dumpty Head Shoulders Knees and Toes Pat-A-Cake Once I caught a fish alive We use song bags at points throughout the day to sing and perform nursery rhymes and action songs.	**Music** Children will experiment with different instruments and their sounds. Learning songs for the Christmas performance. Continue Autumn 1.	**Music** Listening and responding to different styles of music, moving in time to the music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	**Music** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Will create narratives based around stories.	**Music** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments Share and perform the learning that has taken place.	**Music** Listening and responding to different styles of music. Play an instrument following a musical pattern. Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place. Will invent their own narrative, stories and poems.