

Reception Knowledge and Skill overview plan – 2026 to 2027

Teachers: Mrs. Burrows, Mrs Anson and Mrs Davies

Subject	AUTUMN 2026		SPRING 2027		SUMMER 2027	
	Autumn Term 1 7 weeks 2 days	Autumn Term 2 6 weeks 4 days	Spring Term 1 5 weeks 4 days	Spring Term 2 4 weeks 4 days	Summer Term 1 6 weeks 4 days	Summer Term 2 6 weeks 3 days
Creative Curriculum	Happy to be Me (Core)	Come and Join the Celebration (Additional)	Come and Join the Celebration (4 days) Let's Play! (5 weeks) (Core)	Let's Play (1 week) If you go down to the woods... (5 weeks) No Place Like Home (1 week) (Additional)	No Place Like Home (4 weeks) (Core)	No Place Like Home (1 week) Come Fly With Me! (6 weeks) (Core)
Core Knowledge	- To know what a self-portrait is. - To know that eyes are used to see and ears are used to hear. - To name and identify body parts on humans and animals. - To know that animals use their senses in different ways to us. - Identify features about themselves that make them individuals. - To identify how we are similar and different. - To know who is in their family and how families can differ. - To know what belonging means. - To know what a community is and identify the communities and groups they belong to.	- To know what a celebration is. - To know people, celebrate different things. - To know people, celebrate in different ways. - To know what a wedding is and how people celebrate. - To know what happens at a wedding. - To know what a birthday is. - To know how people celebrate birthdays. - To know what a Christening is. - To know what happens at a Christening. - To know what Christmas is. - To know how different people celebrate Christmas.	- To know that most people have or had a favourite toy and be able to talk about theirs. - To know that teddies can look very different, with many features, such as moving arms and legs. - To identify and talk about the feelings associated with losing a favourite toy. - To know how toys can move using the language associated with forces e.g. push and pull - To identify toys they can use to build things with. - To understand that following instructions is an important aspect of playing games. - To know that it is important to share and stick to the rules when playing games.	- To know that wood is a material that has many uses. - To know that wood comes from trees. - To understand that a large group of trees is called a forest or 'the woods'. - To know that trees are plants. - To know the basic requirements in order to grow a plant from a seed. - To know and identify a range of animals that live naturally in the woods. - To know and identify a range of bear species and discuss their different features. - To know that a picnic is a meal eaten outside usually in the countryside or in the woods.	- To know the key features of a house and identify some of them in their own home. - To know that there are many different types of houses and be able to identify some similarities and differences. - To know that pets also need a place to call 'home' and identify what is needed to keep different animals safe and warm. - To know that animals in the wild need very different kinds of homes from us and from each other. - To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle - To know that there are places that can be temporary homes and some can be easily built.	- To know that a map is a drawing of all or part of Earth's surface. - To know that China / India / Russia / Egypt can be found on a map of the world. - To know about some key aspects of Chinese culture, including Chinese New Year. - To know about some key aspects of Indian culture, including festivals such as Diwali. - To know that Russia is a large country in Asia. - To explore some basic identifying features of Russia's culture. - To know that Egypt is a country located across Africa and Asia. - To identify some key features Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids.
C and L	Listening attentively, giving eye contact to an adult. Participate in small group discussion.		Listening attentively and responding. Participate in small group and class discussion (extended answers).		Listening attentively (for a longer length of time). Participate in small group and class discussion (asking questions).	

Reception Knowledge and Skill overview plan – 2026 to 2027

Teachers: Mrs. Burrows, Mrs Anson and Mrs Davies

	Expressing ideas and responding appropriately. Commenting. Identify and describe the main character in a story and talk about their feelings, actions and motives. Joins in and learns rhyming refrains.		Expressing ideas and feelings. Commenting and asking questions (to an adult). Hold a conversation (with an adult). Offer explanations (simple phrases). Talk about the plot and the main problem in a story. Hears how words rhyme. Use knowledge and language from non-fiction books.		Expressing ideas and feelings in full sentences. Commenting and asking questions (with peers). Hold a conversation (with peers). Offer explanations (extended ideas). Using vocab and forms of speech influenced by their experience of books. Suggest and predict rhyming words. Retell a longer story.	
PSHCE	Positive attachments. Special families. Sensitivity to own and other's needs. Taking turns	A Piece of cake Clean and Tidy Hide and Seek	I feel poorly I like... One gold Star What a problem	E Safety Eid Mubarak Getting in a knot	Playtime Games Rainy days Stick to the rules Take the plunge	Staying safe in the sun Transition
RE	Theme: Special People What makes people special? Religions: Christianity, Judaism	Theme: Christmas What is Christmas? Christian concept: Incarnation	Theme: Celebrations How do people celebrate? Religions: Hinduism	Theme: Easter What is Easter? Christian concept: Salvation	Theme: Story Time What can we learn from stories? Christian concept: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places What makes places special? Religions: Christianity, Islam, Judaism
Physical	Negotiating space. Moving energetically. Strength, balance and co-ordination. Holding a pencil effectively		Negotiating space. Moving energetically. Strength, balance and co-ordination. Using small tools. Drawing accurately.		Negotiating space. Moving energetically. Strength, balance and co-ordination. Using small tools.	
U the W	Saying what you see. Similarities and differences between themselves and others.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Similarities and differences between the past and now. Language related to the passing of time. Lives of people around us and their roles in society. Similarities and differences between familiar places.	Similarities and differences between themselves and others. Ordering and sequencing familiar events. Understanding the past through settings, characters and events in books and storytelling. Naming places in immediate locality. Describing immediate	Describing immediate environment. Naming places in immediate locality. Exploring natural world. Similarities and differences between the natural world and contrasting environments. Processes and changes in the	Similarities and differences between different religious and cultural communities in this country. Similarities between life in this country and life in other countries. Man-made human geographical features.

Reception Knowledge and Skill overview plan – 2026 to 2027

Teachers: Mrs. Burrows, Mrs Anson and Mrs Davies

			Examples of change. Commenting and asking questions.	environment. Identify how things could be done differently. Propositional and directional language.	natural world. Generic scientific vocab.	Natural physical geographical features. Identify how things could be done differently.
EAD	Painting and drawing- art techniques. Identifying colours. Naming basic art tools. Sharing creations. Key features that define a product.	Exploring a variety of materials, tools and techniques. Designing with a purpose. Naming simple construction tools. Opinions about products.	Exploring a variety of materials, tools and techniques, experimenting with colour. Using props and materials when role playing characters in narratives and stories. Adapting and recounting narratives and stories.	Exploring a variety of materials, tools and techniques, experimenting with colour and design. Identify a range of colours and simple art techniques. Sharing creations and opinions. Skilled artists.	Exploring a variety of materials, tools and techniques, experimenting with colour, design and texture. Name different types of buildings and some of their features. Naming simple construction tools and equipment. Sharing creations and opinions.	Exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Designing and making with a purpose. Finding art in different forms.
Literacy	Reading: Say the sounds for each letter (phase 2) Say the sounds for the letters from left to right and blend them (phase 2) Read simple phrases made up of words with known letter- sound correspondences (Phase 2) Writing: Form lower-case letters correctly (using a memorable phrase). Spell words by identifying the sounds and then writing the sounds with letters (phase 2) Spell exception words by identifying the sound that is tricky to spell (Phase 2).		Reading: Read sounds speedily (Phase 2) Say the sounds for the letters from left to right and blend them (Phase 3). Read words containing familiar letter groups, such as 'th', 'sh', 'ch'... (Phase 3) Read simple phrases made up of words with known letter- sound correspondences and a few exception words (Phase 3) Writing: Form lower-case and capital letters correctly. Spell exception words by identifying the sound that is tricky to spell (Phase 3). With support, write short sentences with words with known sound-letter correspondences. (Phase 2 and 3)		Reading: Read sounds speedily (Phase 3) Say the sounds for the letters from left to right and blend them (Phase 3 and 4). Read simple phrases made up of words with known letter- sound correspondences and a few exception words (Phase 3 and 4) Read longer words made up of letter-sound correspondences previously taught (Phase 4) Read books aloud (with simple sentences made up of words with known letter- sound correspondences and a few exception words) (Phases 3 and 4) Writing: Write short sentences with words with known sound-letter correspondences (using a capital letter and full stop, with support). Re-read own writing to check that it makes sense.	
Maths	Recognise numerals 1-5. Count up to 3 or 4 objects by saying one number name for each item.	Use mathematical names for 'flat' 2D shapes and terms to describe shapes. Select a particular named shape.	Recognise numerals 1-10. Count actions or objects which cannot be moved. Select the correct numeral to	Find the total number of items in two groups by counting all of them. Say the number that is 1 more	Recognise numerals 1-10. Count actions or objects which cannot be moved. Select the correct numeral to	Find the total number of items in two groups by counting all of them. Say the number that is 1 more

Reception Knowledge and Skill overview plan – 2026 to 2027

Teachers: Mrs. Burrows, Mrs Anson and Mrs Davies

Count actions or objects which cannot be moved. Select the correct numeral to represent 1 to 5 objects. Count an irregular arrangement of up to 5 objects. Count out a smaller number of objects from a larger group (5). Subitise first when enumerating groups of up to 4 or 5 objects. Record quantities such as tallies, dots and using numeral cards (to 5).	Investigate how shapes can be combined to make new shapes. Predict what shape will be made when paper is folded. Use familiar objects and common shapes to create and recreate patterns and build models. Make patterns with varying rules (including AB, ABB and ABBC), using objects, sounds, actions or colours. Use everyday language related to money. Find the total number of items in two groups by counting all of them. Say the number that is 1 more than a given number. Find 1 more or 1 less from a group of up to 5 objects. Compare and order numbers to 5. Compare collections with a different number of things- Begin to use vocab 'more than, 'less than, 'same as'.	represent 1 to 10 objects. Count an irregular arrangement of up to 10 objects. Count out up to 10 objects from a larger group. Subitise first when enumerating groups of up to 6 objects. Record quantities such as tallies, dots and using numeral cards (to 10). Order 2 or 3 items by length or height. Order 2 items by weight or capacity. Compare lengths or heights using comparative lang 'than'. Use language "than" to compare capacity. Make and test predictions.	than a given number. Find 1 more or 1 less from a group of up to 10 objects. Use vocab involved in adding and subtracting. Estimate how many objects and check by counting. Compare and order numbers to 10. Compare collections with a different number of things- Begin to use vocab 'more than, 'less than, 'same as'. Subitise first when enumerating groups of up to 6 objects. Record quantities such as tallies, dots and using numeral cards (to 10). Explore composition of 10 (number bonds- partitioning) Use mathematical names for solid 3D shapes and mathematical terms to describe shapes. Select a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models.	represent 1 to 10 objects. Count an irregular arrangement of up to 10 objects. Count out up to 10 objects from a larger group. Subitise first when enumerating groups of up to 6 objects. Record quantities such as tallies, dots and using numeral cards (to 10). Explore composition of 10 (number bonds- partitioning) Use everyday lang related to time. Order and sequence familiar events. Measure short periods of time in simple ways.	than a given number. Find 1 more or 1 less from a group of up to 10 objects. Use vocab involved in adding and subtracting. Estimate how many objects and check by counting. Compare and order numbers to 10. Explore composition of 10 (number bonds- partitioning) Use vocab involved in doubling, halving and sharing. Describe relative positions such as 'behind' or 'next to'.
--	---	--	---	---	--