





# Reception Curriculum Overview

## Autumn and Winter Celebrations

# Term 2 2026

### Personal, Social and Emotional Development

- Naming and talking about their feelings
- My Happy Mind Unit – Celebrate – talking about character and strengths
- Talking about 'getting on' and 'falling out' with our friends. Using stories and puppets to model situations that can occur and how to resolve them
- Putting on and fasten their coat independently *(please help your child to practise this at home!)*
- Putting away the equipment they have used when it is time to tidy up
- Exploring safety related to Bonfire Night and fires
- Understanding beliefs and differences—Diwali

### Physical Development

- Continuing to develop and improve co-ordination and gross motor skills during playtimes
- Creating a dance—moving confidently, with an awareness of space
- Developing core, arm and hand muscle strength.
- Moving in different ways – hopping, skipping, jumping, rolling, sliding
- Continuing to develop and improve their fine-motor skills when using small tools and equipment (pencils, paintbrushes, scissors, threading beads) and when mixing and pouring in cookery activities

### Understanding The World

- Talking about occasions when things have happened in their lives that made them feel special
- Exploring Remembrance Day
- Exploring bonfire night, planning and making our own camp sites
- RE Big question—Why is Christmas special to Christians? Considering how and why birthdays are celebrated and linking this to Christmas – the celebration of Jesus' birth
- Using their senses when describing the appearance of ingredients and processes involved
- Using a mouse in Computing
- Exploring how they have changed since they were a baby
- Exploring Diwali and how people celebrate in different ways

### Mathematics

- Subitising within 5, perceptually and conceptually, depending on the arrangements.
- Exploring the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot
- Exploring the composition of numbers within 5.
- Continuing to develop their counting skills
- Exploring the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand
- Beginning to count beyond 5
- Beginning to recognise numerals, relating these to quantities they can subitise and count. compare sets using a variety of strategies, including 'just by looking', by subitising and by matching
- comparing sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.

**Properties of shape**

- Printing with shapes
- Creating junk model art looking at properties – what makes it roll?
- Making Christmas tree decorations – cutting shapes and decorating

### Creative Arts and Design

- Firework pictures– splatter, painting, making rockets etc.
- Various Christmas based arts and crafts
- Rangoli patterns —recreating and exploring texture
- Using their imagination in roleplay and other activities
- Kapow Music Scheme—Learning about the music from a range of cultural and religious celebrations. Including Diwali, Hanukkah, Kwanzaa and Christmas

### Literacy

| Reception/Primary 1 Autumn 2: Phase 3* | | | | | |
|---|---|---|---|---|---|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| /j/ <j><br>/v/ <v><br>/w/ <w><br>/ks/ <x> | /y/ <y><br>/z/ <z> <zz><br>/kw/ <qu><br>/ch/ <ch> | /sh/ <sh><br>/th/ <th><br>(voiced and unvoiced)<br>/ng/ <ng><br>/nk/ <nk> | /ai/ <ai><br>/ee/ <ee><br>/igh/ <igh><br>/oa/ <oa> | –es (where there is no change to the root word)<br>Assess and review week R:2 | Review week R:3 |
| he, she, buses | we, me, be | push | was, her | | my, you |

- Reading back what they have written, assigning meaning to the marks made.
- Listening with enjoyment and responding to stories.
- Recognising that print is read from left to right and top to bottom in English
- Predicting what might happen next, and attempt unfamiliar words using the pictures and initial sounds as clues when reading
- Labelling pictures and models with their name
- Writing pretend birthday cards and invitations
- Writing freely and confidently and beginning to use letters in their writing

### Communication and Language

- Interacting with others; participating in circle time activities, talking to other children and adults whilst engaged in play
- Waiting their turn to talk in conversation
- Taking on roles in role play activities