



RECEPTION – SPRING TERM 2026

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experience
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.



- Encounter - Learning about life
- Reflection - Learning from life
- Respond - Putting into action what we believe

Golden Threads



- Sustainability
- Diversity
- Religion
- Outdoor Learning

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

Communication and Language

- Learn new vocabulary and begin to explore how to use it in different contexts.
- To begin to ask questions to find out more such as where our food comes from.
- Retell stories in some detail using new vocabulary and repetitive words or phrases from the text.
- Compare and contrast characters in fiction.
- Recognise themes in stories such as bravery, kindness, equality, tolerance of difference.
- Describe fictional characters from texts.
- Asking 'I wonder' questions about people, places and our own community.



Exploring where our food comes from and how we can be sustainable in sourcing it.

Literacy

- Continue to learn how to form lower-case letters, capital letters and numerals correctly.
- To hear, say and write sounds using the Little Wandle scheme.
- Begin to look at how words are made, through their sounds and to begin to read and spell them, segmenting and blending CVC words.
- Use phonics to spell words and write simple dictated sentences
- To practice writing our full name.
- To read my own work and check that it makes sense.



Learning vocabulary and sharing experiences through key texts.

Personal, Social and Emotional Development

- Learn how to keep my body safe. Explore cleaning teeth.
- To learn about safe secrets and touches.
- To know who helps to keep us safe.
- Recognise their own feelings and consider the feelings of others in different situations.
- Understand the importance of looking after things: friends, environment, money.
- Working within a team to cook food.
- Explore healthy eating and know about different food types.



Understanding how diverse the world is and how we should be accepting of others through the story of *The Snail and the Whale*.



Mutual respect and team work, understanding people's views through class discussions. Study different communities and the importance of personal safety and trust in the adults who care for us. Links to be made through discussing events and relationships – *Stick man*, *Gruffalo*, *Rosies' Hat*, and *The Highway Rat*.



Physical Development

- Spring 1 - Children will develop gymnastic skills through the topic of traditional tales. These will include 'Jack and the Beanstalk' and 'Goldilocks and the three bears'. Children will explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences and begin to understanding using levels and directions when travelling and balancing.
- Spring 2 - In this unit children will develop their expressive movement and explore space safely. They will explore travelling actions, shapes and balances. Children choose their own actions in response to a stimulus. They are also given the opportunity to copy, repeat and remember actions. They will continue to use counting to help keep them in time with the music and explore dance through the world around them. They will perform to others
- Continue to develop fine motor skills by using scissors, holding a pencil correctly, using a paintbrush effectively, using kitchen equipment safely and correctly such as spoons, knives and whisks.
- Explore effective tools and resources in order to construct story wheels, bridges, dens and build sandcastles.



Gain physical skills which will help with coordination.

Mathematics

- Creating and making repeating patterns using characters from the texts.
- Use their spatial awareness to rotate and manipulate shapes.
- Recognise given amounts by using subitising skills.
- Identify the correct numeral for a given amount.
- Understand the link between the numeral and cardinal value.
- Count confidently to ten and beyond.
- Continue to understand the composition of numbers and recognise how an amount can be made.
- Compare amounts and use vocabulary such as more, less, fewer.
- Explore and recall number bonds to five and then to ten.
- Comparison of lengths of natural objects such as sticks from Stick Man.
- Explore and discuss the weight of different amounts when cooking with ingredients.



To use mathematical vocabulary accurately when discuss the weight of ingredients and length of sticks.

Focus Texts

Julia Donaldson:

- Little Red Riding Hood – Traditional tale
- The Gruffalo – Julia Donaldson
- Rosie's Hat – Julia Donaldson
- Stick Man – Julia Donaldson
- The Snail and the Whale – Julia Donaldson
- The Highway Rat – Julia Donaldson

Food:

- The Very Hungry Caterpillar – Eric Carle
- Handa's Surprise – Eileen Browne
- Eat Your Peas – Kes Gray
- How did that get in my lunchbox? – Chris Butterworth
- Oliver's Vegetables – Alison Bartlett
- The Little Red Hen – Traditional Tale

- Key
- Geography
- History
- Science
- Art
- Design Technology
- Music

Outdoor learning
 Pupils will have opportunity to learn, play and discover new things by having access to the outdoor learning environment and forest school.

Expressive Arts and Design

- Create a book world, making a model inspired by a poem or simple sentences.
- Explore landscape through tactile mark making and collage.
- Use plasticine to model into facial features to create fruit and vegetable faces.
- Learn and perform nursery rhymes and familiar songs.
- Practise and perform a Gruffalo rap with instruments and vocals.
- Develop storylines using the influence of texts and proper in their independent play.
- Use junk modelling to design a habitat for characters from a story.
- Observe and draw patterns in nature



Use the world around them for inspiration to be creative.
 Explore different genres of Music.
 Manipulate materials to represent and express their own ideas.

Understanding the World

- Create a timeline of the year – significant events, celebrations and journey across the Reception Year.
- Talk about people who are familiar and important to them – such as family members or members of the community as in Rosie's Hat, Stick Man and Eat your Peas.
- To compare and contrast characters from stories, including figures from the past.
- Understand the effect of changing seasons on the natural world around them.
- To recognise some environments that are different from the one in which they live such as comparing their journey to school to the journey that Handa went on.
- Be able to compare and contrast different environments such as a beach, wood, city and countryside.
- To draw a map of their immediate environment or a well known story.
- Walk through Jones' wood to observe and draw plants in the local environment.
- Notice change in weather and the effects on their own local environment.
- Explore which materials float and sink – building a boat for the snail.
- Awe and wonder of the natural world around us. (Forest school)



Comparing the similarities and differences of children's immediate environment to places in the story such as Handa's surprise.







*Visit to Jones' wood to explore the local environment.
 Visit to St John's church to explore how Christians remember.
 Discussing events of personal significance such as Christmas, Easter and birthdays.*


RE

- To understand and ask questions about others and about our own beliefs.
- Children will talk about remembering.
- Recognise that Hindus remember Krishna by telling the story of his birth and by celebrating.
- Understand why the cross is a significant to Christians.
- Explore why Easter is an important religious celebration.
- Visit a local church.



Consider what might be important to Hindus. Celebrate and discuss how their beliefs might be the same or different others.






Show respect by listening and learning about others who may have different beliefs or faiths to themselves.

Computing

- Understand how to stay safe online and who to talk to if they feel unsafe.
- To understand what stranger danger is and what to do if a stranger talks to them online.
- Learn how to login with support, understanding the purpose of a username and password.
- How to use an app on an iPad.
- Begin to learn how to programme a toy.
- Have a awareness of pop-up adverts linked to Smartie the Penguin.
- Take photographs exploring aerial views.



*Children have a right to stay safe whilst online.
 Appropriate rules when using technology responsibly.*