



RECEPTION – AUTUMN TERM 2026

Cultural Capital

- Broader understanding of the world
- Vocabulary
- Cultural experiences
- 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 good listening habits.
- Listen to and use new vocabulary throughout the day.
- Begin to describe events in detail. Use book talk to help consolidate new vocabulary.
- Develop and use social phrases with adults and peers in the setting.
- Engage in story times.
- Begin to repeat familiar words and phrases from stories.

Literacy

- Practice writing full name accurately.
- Develop fine motor skills using a range of mark making techniques.
- Practice correct letter formation matched to Little Wandle Phonics Scheme.
- Engage in daily phonic sessions and learn to recognise and read phase 2 sounds.
- Learn basic book skills, e.g. how to turn pages and track words from left to right on a page.
- Reading sessions x3 per week with an adult.

Learn vocabulary and share experiences through texts, visitors and celebrations for festivals in school and in the local community.



Personal, Social and Emotional Development

- To understand that there needs to be agreed values and codes of behaviour.
- To select and use activities and resources independently.
- To be able to share.
- To make friendships.
- To follow school expectations.
- To learn about my place in my home and school community.
- Learn about personal hygiene.



Understanding how diverse the world is and how we should be accepting of others.



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.

Physical Development

Introduction to PE

- To show awareness of space, stopping safely, using and sharing equipment and working individually, with a partner or in a small group.
- To take part in activities which develop fundamental movement skills such as running, jumping and skipping.
- To play simple games and begin to understand and use rules.

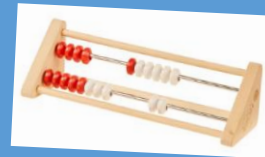
Fundamentals

- To develop fundamental movement skills.
- To develop skills of balancing, hopping, running, jumping, travelling and changing direction.
- To develop fine and gross motor skills through handling equipment.
- To learn how to stay safe using space and understand how to follow rules and instructions.
- To work independently and with a partner to complete tasks.



Gain greater independence in personal skills such as toileting and feeding themselves. Use the outdoor space and equipment safely and independently, following rules and routines with confidence and awareness of others.

Mathematics



- Match and sort objects of different sizes, shapes and colours.
- Make comparisons (bigger and smaller, more than and fewer than, shorter and taller, longer and shorter).
- Learn to say and sing nursery rhymes and count to 5.
- Identify when a set can be subitised and when counting is needed.
- Subitise different arrangements (structured and unstructured).
- Describe familiar dice patterns and play dice games to consolidate recognition.
- Make different arrangements of numbers within 5 and talk about what they can see.
- Spot smaller numbers and patterns hiding within bigger numbers.
- Use fingers to represent quantities.
- Hear and join in with counting sequences.
- Develop general counting skills, e.g. last number in the count tells us how many (cardinality).
- Match numeral to quantities within 10.



Learn to achieve goals, be successful and try new methods of learning, sharing resources and experiences with others.

Focus Texts

Together we belong:

The Rainbow Fish, Elmer, In my heart, The Great Big Book of Families, Our class is a family, Lost and found, People who help us, The three little pigs, The Gingerbread Man.

Festivals and celebrations:

Sparks in the sky, The best Diwali ever, We gather together, Eight candles to light, It's my birthday, The Jolly Christmas Postman, The Gingerbread Man, The Nativity.

Key
Geography
History
Science
Art
Design Technology
Music

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Collect, arrange, draw, curate own objects to draw.
- Study the work of Jim Dine and create paintings in this style.
- Learn and perform nursery rhymes and familiar songs.
- Use instruments to represent different types of weather.
- Sing in a group or individually, following a melody.
- Explore and engage in music making and dance.
- Investigate how ingredients change when they are heated – cooking.
- Use construction materials to build for a purpose – indoor construction area and large scale construction in the outdoor area.
- Make a diva lamp using clay.
- Design a box with a hinge or catch.



Explore stories from other faiths and create objects to represent different cultures. Draw on creative inspiration from artists around the world.



Manipulate materials to represent and express their own ideas.

RE

Unit 1 – Why is the word God so important to Christians?

- To understand about others and about our own beliefs.
- Show respect by listening and learning about others who may have different beliefs or faiths to themselves.
- To be introduced to some key beliefs for Christians such as creation, stewardship and God.
- Share whole school Christian celebrations – Harvest Festival, Christmas celebrations.
- Visit to St John's Church in Walmley.



Consider what might be important to Hindus, Muslims, Sikh and Jewish people. Celebrate and discuss how their beliefs might be the same or different to others. Show respect by listening and learning about others who may have different beliefs or faiths to themselves.



Understanding of the world

- Comment on images of familiar situations in the past.
- Create a timeline to show me as a baby, toddler and now.
- Begin a timeline for the year to mark key events over time. This will continue throughout the year.
- Look at transport over time.
- Share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.
- Explore fictional and non-fictional characters from a range of cultures and times in storytelling, look at common themes from stories, such as bravery, difficult choices and kindness and talk about children's experiences with these themes.
e.g. Guy Fawkes and bonfire night, Diwali, Christmas
- Describe what they see, hear and feel whilst outside by exploring the effect of changing seasons on the natural world around them.
- Name, draw and label plants, trees and animals in our local environment. Learn about animal habitats and food chains.
- Record the weather and incorporate their understanding of the weather in their play.
- Draw information from simple street maps – immediate environment, name of road, village school is situated in. Share aerial views of the school setting.
- Understand that some places are special to members of their community.



Visit to the local area to explore the village community.

Visit to St John's Church to take part in a Harvest Festival and explore a Christian place of worship.



Compare and contrast different places of worship and different celebrations in other faiths.



Explore the roles of people who help us in our home, school community and the impact they have on our lives.

Computing

- Introduction to classroom technology – class computers, Ipads, Beebots, recording devices
- Understand how to stay safe online at school and at home.



Children have a right to stay safe whilst online.

Appropriate rules when using technology responsibly.