

Reception - St Joseph's Curriculum Overview 2025-2026

Learning Experiences	Autumn		Spring		Summer	
	Marvellous Me	Let's celebrate	When I Grow Up	Once Upon a Time	Let's Investigate	Where in the World?
Overview	Learning and celebrating that we are all different, this can be the way we look, the things we like and what we are good at. Learning to keep clean by washing our hands and brushing our teeth and eating healthily. To understand the value of friendship and how we can be a kind and good friend. To learn how to form positive and respectful relationships.	Talking about special times in our lives and celebrations. Learning about different celebrations and festivals including – Bonfire Night, Diwali and Christmas. Talking about our own and others' traditions. Learning why Christmas is so important to Christians and performing a Nativity to our parents. A trip to the theatre to support language acquisition.	Learning about the many and varied career opportunities and how anyone can aspire to be whatever they choose. We invite a range of visitors into school to inspire and share with the children their career experiences. Some examples include a police officer/firefighter/author/etc	Exploring our favourite writers, books and retelling traditional tales. Linking to World Book Day we invite children to share and talk about their favourite books. We use story maps and drama to retell some popular stories developing an understanding of story structure. We become immersed in storytelling in our Woodland Camp and visit a farm to learn about some of the animals we find in popular books. We learn about Mothering Sunday and explore the work of artists to make something special for our loved ones.	Encouraging enquiring minds, supporting children to find out about the world around them and become more environmentally responsible. Nurturing a love of gardening, planting and growing we will observe the changes that take place. Children are set the challenge to find the best conditions for their plants to grow and we read traditional stories, Jack and the Beanstalk and The Enormous Turnip. We use our Woodland Camp to find mini-beasts and become expert explorers. We learn first-hand, the life cycle of a butterfly and link learning to the book, The Very Hungry Caterpillar and carefully selected non-fiction texts. We talk about being fit and healthy, try new foods and make our own smoothies.	We look closely at and learn about our school and the local environment. We use (and make) maps to develop an understanding of locality and look at aerial pictures to gain varied perspectives. We make comparisons with other towns around the world noting similarities and differences. Children will visit the park exploring the local features. Trip to the local museum to explore historical artefacts and an introduction to local history. We look at different religions with a focus on Islam.
Key Knowledge	1. Who am I? What makes me unique and special? Developing an understanding of self. 2. How are we the same and how are we different? Developing an	1. Understand what a celebration is. Develop an understanding of different cultures and traditions. 2. Why, where, and how do people celebrate?	1. What jobs do people have? Develop an understanding of people's jobs and how they support us in our lives. 2. How have the jobs/roles changed? 3.	1. Know some traditional tales and be able to retell the stories through mapping and performance. 2. Understand the role of authors and	1. How can we look after the world around us? Develop an understanding of responsibilities. 2. What do plants need to grow? Why do we need plants?	1. What are the features of our school and where is it located? Understand the use of maps and notice key features. 2. How does Newton Abbot compare to a town in another country?

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	understanding of others. 3.What are our school values, class rules and routines? Developing an understanding of what they mean and how we use them in our day to day lives. 4.How do we look after ourselves and others? Developing an understanding of healthy eating, movement and self-care	Develop an understanding of similarities and differences. 3.What are my own celebration experiences and that of others. Develop respect for others and own understanding of their beliefs and values. 4.What is the significance of performing a Nativity?	What skills do you need to do certain jobs? Develop an understanding of how our school values are used in the wide world. 4.What will you be when you grow up? Develop an understanding of broad life options (expand and challenge children's assumptions about which careers might be for which people).	illustrators. 3.Understand the structure of a story and common principal characters (hero and villain). Develop confidence in storytelling. 4.What are fiction and non-fiction books?	Develop a scientific understanding of plant-life and growing. 3.What are minibeasts and where do they live? Develop an understanding of minibeast features and their different habitats. 4. Which foods can we grow? Develop an understanding of growth and a balanced diet.	Develop an understanding of similarities and differences. 3.What are the key features of our local area? 4.How can you be safe near the water?
Gospel Value	Kindness	Courage	Peace	Forgiveness	Compassion	Justice
British Value	Individual liberty and Rule of Law	Tolerance and Mutual Respect	Democracy and Tolerance	Individual Liberty and Mutual Respect	Individual Liberty and Mutual Respect	Individual Liberty and Mutual Respect
Literacy	P2W	<ul style="list-style-type: none"> Traditional Tale – Little Red Hen 	<ul style="list-style-type: none"> Traditional Tale – The Gingerbread Man Festivals 	<ul style="list-style-type: none"> Oi Frog A Walk in the Woods 	<ul style="list-style-type: none"> Traditional Tale - The Three Little Pigs Traditional Tale - Three Billy Goats Gruff 	<ul style="list-style-type: none"> Traditional Tale - Jack and the beanstalk The Enormous Turnip
	Reading spine	Elmer the PatchWork Elephant Owl Babies The Rainbow Fish Hair Love Knuffle Bunny	<ul style="list-style-type: none"> Mr Grumpy's Outing On the way home Rosie's Walk Stick Man 	<ul style="list-style-type: none"> Dogger Supertato Superworm Superbat 	<ul style="list-style-type: none"> Goodnight moon Zoom, Rocket, Zoom! Whatever Next You can't eat a princess 	<ul style="list-style-type: none"> Jack and the beanstalk Oliver's Vegetables The enormous turnip.
		<ul style="list-style-type: none"> The Sea Saw The Romeosaurus 			<ul style="list-style-type: none"> Handa's Surprise The very hungry caterpillar The tiger who came to tea. 	

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	Nursery Rhymes /Songs	<p>Incy Wincy Spider Jack and Jill Pat a cake</p> <p>Head, Shoulders Knees and Toes The Wheels on the Bus Wind the Bobbin Up</p>	<p>Remember, Remember the fifth of November All the leaves are falling down Twinkle Twinkle Little Star Little Jack Horner</p> <p>This is the way we If you're Happy and you know it The Muffin man</p>	<p>Oh the Grand Old Duke of York</p>	<p>Three Blind Mice Little Miss Muffet Hey Diddle Diddle</p>	<p>Oats and Peas and Barley Grow Hickory Dickory Dock Mary had a Little Lamb</p>	<p>A Sailor Went to Sea Queen of Hearts Ten in a bed</p>
Maths (Power Maths)		<ul style="list-style-type: none"> Numbers to 5. Comparing Groups within 5. Shape (2D and 3D shapes) <p>Establish: Routines Concept of timetable Days of the weeks and Months Personal timelines Talking partners Noticing Same/Different Introducing resources: 5s frames/cuisenaire rods/numicon</p>	<ul style="list-style-type: none"> Change within 5. Number bonds within 5. Space 	<ul style="list-style-type: none"> Numbers to 10. Comparing numbers within 10. Addition to 10. Measure (Length, Height and Weight) 	<ul style="list-style-type: none"> Number bonds to 10. Subtraction Exploring patterns 	<ul style="list-style-type: none"> Counting on and counting back. Numbers to 20. Numerical Patterns. 	<ul style="list-style-type: none"> Shape Measure (Volume and Capacity) Sorting Time
NTCEM (Maths Mastery)		<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of</p>	<p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> hear and join in with the counting 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin</p>	<p>understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <ul style="list-style-type: none"> sort odd and even numbers according to their 'shape' continue to develop their 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts</p>	<p>begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <ul style="list-style-type: none"> continue to identify when sets can be subitised and when counting is necessary develop conceptual

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	<p>numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:</p> <ul style="list-style-type: none"> • 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 	<p>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</p> <ul style="list-style-type: none"> • 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 	<p>to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> • 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 when comparing numbers 	<p>understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</p> <ul style="list-style-type: none"> • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>through varied practice. Pupils will:</p> <ul style="list-style-type: none"> • 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 	<p>subitising skills including when using a rekenrek</p>
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PSED	Life to the full	Class Saint Gospel Values Meeting Buddies	LTTF EYFS Mod. 1 Unit 1 LTTF EYFS Mod. 1 Unit 2	LTTF EYFS Mod. 1 Unit 3 LTTF EYFS Mod. 1 Unit 4	LTTF EYFS Mod. 2 Unit 1 LTTF EYFS Mod. 2 Unit 2	LTTF EYFS Mod. 2 Unit 3	LTTF EYFS Mod. 3 Unit 1 and 2
	General	<ul style="list-style-type: none"> Settling in. Classroom rules and routines. Modelling play, desired behaviour and tidy up routines. Independence and confidence – selecting resources safely. Emotions 	<ul style="list-style-type: none"> Respect for others. Respect for different cultures around the World. Respect for our toys/environment. 	<ul style="list-style-type: none"> Discussion about real life heroes and how we can be kind helpful people. Focus on Golden rules. Talk about our talents / what we are good at/what we would like to be 	<ul style="list-style-type: none"> Focus on consequences of our actions. Showing empathy for others. Discussions about honesty and telling the truth. 	<ul style="list-style-type: none"> Respecting and knowing where things come from. Explore where food comes from. Looking after the: environment. Living things, showing care and concern for others – plants, chicks, minibeasts, etc Revisiting golden rules. 	<ul style="list-style-type: none"> Talking about achievements. Working as a team. Identifying others who follow the rules. Moving on and saying goodbye. Expressing our feelings and emotions.
	Whole School Links	School Mission School Rules/Responsibilities Gospel Values/Guardians Virtues Class Saint British Values Team Building Teamwork - In Houses	Remembrance 11.11.25 - Intergenerational Links Anti-Bullying Week: 10 - 14.11.24 In Houses Road safety Week: 16 - 22.11.25 Charitable Works: Children in Need 14.11.25 Rudolph Run	Children's Mental Health Week 5-11 Feb - In Houses Safer Internet Day - 6th Feb Charitable Works: Red Nose Day 17.03.24	Fire/Water Safety Emergency services World Book day 05.03.26 International Women's Day - 08.03.25 Charitable Works: Red Nose Day 20.03.26	Earth Day - 22.04.26 Sun Awareness Week: 4-10.05.26	World Environment Day - laudato Si - In Houses 05.06.26 Transition Holiday safety
		22.09.25 - Recycling awareness week 01.10.25 - Black History Month begins 03.10.25 - CAFOD Fast Day/Harvest	Intergenerational Links - Christmas	Charitable Works: Lenten promises	Intergenerational Links - Easter		

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Physical	Fine Motor Skills Daily	<ul style="list-style-type: none"> • Threading, cutting, weaving, playdough, Fine Motor activities. • Manipulate objects with good fine motor skills • Draw lines and circles using gross motor movements • Hold pencil/paint brush beyond whole hand grasp • Pencil Grip • Taking shoes off and putting them on 	<ul style="list-style-type: none"> • Threading, cutting, weaving, playdough, Fine Motor activities. • Develop muscle tone to put pencil pressure on paper • Use tools to effect changes to materials • Show preference for dominant hand • Engage children in structured activities: guide them in what to draw, write or copy. • Teach and model correct letter formation. 	<ul style="list-style-type: none"> • Threading, cutting, weaving, playdough, Fine Motor activities. • Begin to form letters correctly • Handle tools, objects, construction and malleable materials with increasing control • Encourage children to draw freely. • Holding Small Items / Button Clothing / zips • Cutting with Scissors 	<ul style="list-style-type: none"> • Threading, cutting, weaving, playdough, Fine Motor activities. • Hold pencil effectively with comfortable grip • Forms recognisable letters most correctly formed 	<ul style="list-style-type: none"> • Threading, cutting, weaving, playdough, Fine Motor activities. • Develop pencil grip and letter formation continually • Use one hand consistently for fine motor tasks • Cut along a straight line with scissors / • Start to cut along a curved line, like a circle 	<ul style="list-style-type: none"> • Threading, cutting, weaving, playdough, Fine Motor activities. • Form letters correctly • Cut a shape out using scissors • Begin to draw diagonal lines, like in a triangle • Start to colour inside the lines of a picture • Draw pictures that are recognisable • Build things with smaller linking blocks, such as Duplo or Lego.
	Gross Motor Get Set for PE https://pe.getset4education.co.uk/	Daily Movement to Music - Go Noodle etc. PE - Get Set 4 PE - Introduction to PE U2 Everyday Life	Daily Movement to Music - Go Noodle etc. PE - Get Set 4 PE - Ball Skills U2 Weather	Daily Movement to Music - Go Noodle etc. PE - Get Set 4 PE - Fundamental Movements U2 Places and Spaces	Daily Movement to Music - Go Noodle etc. PE - Get Set 4 PE - Gymnastics U2 Traditional Tales	Daily Movement to Music - Go Noodle etc. PE - Get Set 4 PE - Dance U2 Places	Daily Movement to Music - Go Noodle etc. PE - Get Set 4 PE - Games U2 Around the World

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<p style="text-align: center;">Communication and Language</p>	<ul style="list-style-type: none"> • Talking together in small & larger groups. • Listening to stories with rhyme & alliteration. • Action Rhymes • Nursery Rhymes • I spy • Circle Time • Joining in with repetitive phrases in books 	<p>Begins to use some active listening skills; face the speaker, body still, paying attention. Follows simple instructions well. E.g. Get a pencil, find your bag. Responds to a peer's request (e.g. Can I have the ball?) and replies. Learn (and use) new words from familiar texts. Begins to answer "How" questions, e.g. How did this get broken?</p> <p>Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better") Ask questions when they don't understand instructions. Uses simple connectives in speech, e.g. and, but. Use new vocabulary from books and stories as they discuss/retell the story. Recite familiar rhymes/poems and join in with repeated refrains from stories.</p>	<ul style="list-style-type: none"> • Talking together in small & larger groups • Listening to stories with rhyme & alliteration • Re-telling stories • Signs & labels • Circle Time • Story Maps • Recounts 	<p>Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately. Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. Ask questions when they don't know what a word means. Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy". Begins to answer "Why" questions, perhaps with adult support.</p> <p>Speaks in whole class situations, e.g. answering questions at Story Time. Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract". Use newly learnt vocabulary in different contexts. E.g. using the words <i>enormous</i> to describe their tower having read the Enormous Turnip. Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify</p>	<ul style="list-style-type: none"> • Talking together in small & larger groups. • Listening to stories with rhyme & alliteration. • Circle Time • Simple sentences • Story Structures • Recounts • Instructions 	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
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					<p>instructions, to solve practical problems). Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. Uses more detail in conversation. Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy)</p>		
Expressive Arts and Design	Get Set for Music https://music.getset4education.co.uk/	All About me!	Everyday Life	Nursery Rhymes	Traditional Tales	Mini-Beasts	Around the World
	Access Art		Collecting Colour		Finding Circles		Shells
	Kapow DT https://www.kapowprimary.com/subjects/design-technology/dt-reception/			Focus - Junk Modelling (Fire engines)		Focus - Cooking and Nutrition - Vegetable Soup	Focus - Textiles - Book Marks
Understanding the World		Marvellous Me People Culture/Communities Past/present <ul style="list-style-type: none"> Identifying their family. 	Festivals People Culture/Communities Past/present <ul style="list-style-type: none"> I can ask questions about aspects of 	When I Grow Up People Culture/Communities Past/present <ul style="list-style-type: none"> Understand there are 	Once Upon a Time Past/Present <ul style="list-style-type: none"> Understand the past through settings, 	Let's Investigate The Natural World <ul style="list-style-type: none"> I can ask questions about aspects of my familiar world such as the place where I 	Where in the World? People Culture/Communities <ul style="list-style-type: none"> Maps of our journey to school features the local environment,

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	<ul style="list-style-type: none"> I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. <p>The Natural World</p> <ul style="list-style-type: none"> Weeding and planting bulbs <p>The Natural World Seasonal Changes - Autumn</p> <ul style="list-style-type: none"> Signs of Autumn. Discuss senses. Hibernation Weather Plants <p>The Natural World Floating and Sinking - Autumnal objects</p>	<p>my familiar world such as the place where I live or the natural world.</p> <ul style="list-style-type: none"> Bonfire Night/Guy Fawkes - People from the past Celebrations - How I celebrate How others celebrate - similarities/difference <p>The Natural World Seasonal Changes - Autumn</p> <ul style="list-style-type: none"> Signs of Autumn. Discuss senses. Hibernation Weather Plants <p>The Natural World Floating and Sinking - Autumnal objects</p>	<p>different jobs/roles and these need different skills</p> <ul style="list-style-type: none"> Explore how jobs roles have changed over time Express opinions and preferences Develop understanding of future aspiration <p>The Natural World Seasonal Changes - Winter</p> <ul style="list-style-type: none"> Signs of Winter Discuss senses Weather Plants 	<p>characters and events encountered in books read in class and storytelling.</p> <p>The Natural World Seasonal Changes - Spring</p> <ul style="list-style-type: none"> Signs of Spring Discuss senses. Weather Plants 	<p>live or the natural world.</p> <ul style="list-style-type: none"> Growing plants Plants and Food I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant. Life cycles - Chicks/Butterflies/Frogs Mini-Beasts <p>The Natural World Seasonal Changes - Spring</p> <ul style="list-style-type: none"> Signs of Spring Discuss senses. Weather Plants 	<p>maps of local area comparing places.</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World Seasonal Changes - Summer</p> <ul style="list-style-type: none"> Signs of Summer Discuss Senses Weather Plants <p>Floating and Sinking - boats</p> <ul style="list-style-type: none"> Magnetic Materials
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R.E (REDS)	Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the Ends of the Earth	Branch 6 Dialogue and Encounter