



RECEPTION AT THONGSLEY FIELDS

Growing hearts and minds all day, every day.

Reception Overview (Cycle A – 2025/2026)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Theme	All about me & my family	Bright lights, special nights	Forests	Toys & special things	Growing	Seaside
Core Reading Texts	The Colour Monster Anna Llenas Incredible You Rhys Brisenden Dogs Emily Gravett The Pet Catherine Emmett	How to Catch a Star Oliver Jeffers My Pet Star Corrinne Averiss Look Up! Nathan Bryon	Peter and the Wolf Ayesha L Rubio Lifesize Sophy Henn Tidy Emily Gravett	The Robot and the Log Princess Tom Gauld The Everywhere Bear Julia Donaldson Old Bear by Jane Hissey	Handa's Surprise Eileen Brown The Enormous Turnip Tolstoy The Hungry Caterpillar Eric Carle	Snail and the Whale Julia Donaldson Meet the Oceans Caryl Hart Class Three All at Sea Julia Jarman and Lynne Chapman
Additional texts		Ella's Nightlights Lucy Flemming Stories of the seasons Melanie Joyce	Trees Carme Lemniscates	Lost in the Toy Museum: An adventure David Lucas	Errol's Garden Gillian Hibbs	The Big Book of the Blue Yuval Zommer Tad Benji Davies Commotion in the Ocean Giles Andreae
Writing	Initial writing Identifying initial sounds Hearing initial sounds and scribing these. Labelling parts of a pet Emotion jars	Starting to blend sounds and write CVC words. Writing to inform Label writing Starting to introduce colourful semantics.	Writing phrases Writing short sentences Writing to inform Writing captions linked to seasonal changes Writing to entertain Descriptive settings linked to forest school experiences List making. Sentence stems 'In the forest, we'	Writing phrases Writing short sentences Writing to inform Sorting and labelling toys Writing shopping lists Writing to entertain Toy poems	Writing short sentences Writing sentences Writing to inform Instructions of how to plant a seed Writing to entertain Writing our own version of the Hungry Caterpillar	Writing to inform Fact files – the places Whale visits Writing to entertain Pirate adventure story

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Oracy	Films: talking about our pets/pets we would like. Hold conversations when engaged in back-and-forth exchanges with familiar adults and peers.	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	Make comments about what they have heard and ask questions to clarify their understanding.	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.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Mathematics	Mastering number – week 1 to 5 Subitise to five. Counting objects to find 'how many' – using 1:1 correspondence Song rhymes to learn number sequence Composition of numbers to 5 (part whole of a number) Represent quantities in different ways Begin to compare amounts using comparison language. Eg; 6 cubes is less than 9 cubes	Mastering number – week 6 to 10 Continue to count to find 'how many' To make links between quantities and written number. Be able to represent these in different ways. Continue to compare amounts looking at equal amounts. Composition of numbers – part and whole focus. Eg; 3 is made up of 2 and 1. Number rhymes to 20 and beyond Number bonds up to 5 (including subtraction facts)	Mastering number – week 11 to 15 Subitise to ten. Matching numerals to quantities Counting to find out 'how many altogether' Listening to amounts and verbally recalling these. Eg; clapping 6 Using number tracks to look at the sequence of numbers to five Composition of numbers – part and whole focus of missing numbers. Eg; 3 and ___ makes 5. Continue to compare amounts looking at equal and unequal amounts. Odd and even. Begin to explore numbers beyond 5.	Mastering number – week 16 to 20 Counting beyond 20 Using number tracks to look at the sequence of numbers to ten. Count a set of objects from a larger set. Eg; can you get me 7 bricks Comparing numbers to 8 – looking at where they fit on a number track Composition of numbers to 7 – part and whole focus. Eg; 5 and 2 makes 7. Begin to recall doubles Recall number bonds to 10. Sort objects by different categories.	Mastering number – week 21 to 25 Identify missing numbers in a sequence Doubles – subitising. Eg; 3 and 3 is 6. Composition of numbers to 10 – looking at 4 and 5 makes 9 but 6 and 4 makes 10. Using a ten frame to explore number bonds to 10. Comparing numbers in relation to others. Eg; 4 is one more than 5 but 10 is 5 more.	Mastering number – week 26 to 31 Recap and consolidation of all learning. Shape, space and measure including naming shapes, repeating patterns, comparing size, length and weight.

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Science	Animals & Humans Group animals by habitat e.g. farm, pond, jungle, sea. Identify and name the different parts of our bodies and those of different animals. Explore the effects of exercise on our bodies. Our own and our pets’ basic hygiene and personal needs, including dressing, washing, going to the toilet, etc.	Light and Sound Exploring language such as light/dark, quiet/loud, high/low pitch through everyday objects and experiences. Investigating shadows	Animals & Humans Teeth – exploring types of teeth in humans and animals. Dental hygiene. Exploring habitats - Forests	Forces Exploring and investigating cause and effect - transporting different resources – pushes, pulls, twists, floating and sinking.	Plants Growing vegetables (not beans) – identifying lifecycles. Compare conditions i.e. what happens to a plant in the sun compared to a plant in a cupboard. Where our food comes from. Origins of our food and exploring our senses (Try Day Friday).	Materials Identify similarities and differences between different materials, natural or man-made, flexible or rigid, soft or hard. Animals & Humans Exploring habitats – marine and coastal.
Design & Technology	Design & Make Designing and creating props for puppetry performances.				Food & Nutrition Cook and try healthy foods and use a range of tools to help prepare them.	
Computing	Photographs and real life Taking digital photographs to record learning. Photos now and then.		Programmable toys and Beebots. Investigating the development of technology in relation to toys through time.			
History	Past & present events in own lives Changes within living memory. Significant historical events, people and places in their own locality/family tree		Toys: Exploring old and new Changes within living memory. Comparing items that are new and old. Ordering/sorting old and new items. Time before their birth.			
Geography	Differences & similarities (Revisited from Nursery) Different environments around school and our local area. Identify and compare features of the classroom to the playground/forest school.		Differences & similarities Different environments within & around Huntingdon Walk to local shops, the park, etc. and identify local features Identify and compare known features e.g. bedroom v park		Differences & similarities – Huntingdon vs Hunstanton Different environments in different places – coast vs town. Visit to the seaside – Identify and compare known physical and human features.	
	Weather and seasons (throughout the school year) What is the weather like today – creating weather diaries. Link different seasons with identifying principles, appropriate clothing etc. Creating weather maps - 5 days forecast for Huntingdon weather. Collect simple measurements of temperature and rainfall.					
RE	Let’s Celebrate! What is a celebration? How children celebrate their birthday and that everybody does this differently – parties, food, invitations. Children could plan their own party – write an invitation – possibly to a Diwali and Christmas parties.			My Special Place Where is your happy place? e.g. The park, home, school etc. What does it mean to ‘belong’? Investigate special places for religious communities.		

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Art	Drawing: Self-portraits Begin to show accuracy and care when drawing a self-portrait. Form: Clay thumb pots/bowls Handle, feel, enjoy and manipulate materials; construct, build, take apart and destroy, shape and model. Divas linked to RE, etc.	Shape, Line, Colour & Pattern Developing fine motor control thorough the exploration of different shapes, lines, patterns and colour. Using Starry Night as a vehicle for exploring representations of real and imagined worlds and experiences e.g. linked to festivals and main theme.	Whole School Artist Study		Drawing, printing and collage Explore and create repeating patterns; irregular painting patterns; simple symmetry; safely using and explore a variety of materials, tools and techniques, experimenting with colour and design. Detailed drawings of fruit, vegetables and seeds; printing with a variety of objects, etc.	Drawing: Self-portraits Demonstrate accuracy and care when drawing a self-portrait.
Music	Perform songs, rhymes, poems and stories with others, and, when appropriate, move in time with music. Explore tuned and un-tuned percussion instruments: similarities, differences, loud, quiet, start and stop, patterns, playing along to familiar songs (e.g. nursery rhymes) Making a range of deliberately chosen sounds in the environment.					
Drama & Performance	Christmas ‘Nativity’ performance.		World Book Week – poems and rhymes performance			
PSHE	Myself & My Relationships 1 Beginning and Belonging (NB, GFG) Respecting others to make the classroom a safe and happy place.	Citizenship 2 Me and My World People who can help us and what money can be used for.	Myself & My Relationships 3 My Emotions (C, R, GTBM) Different emotions and how people express emotion.	Healthy & Safer Lifestyles 3 Healthy lifestyle choices including leisure time.	Healthy & Safer Lifestyles 1 My Body and Growing Up Our growing bodies and self-care skills.	Keeping Safe (Including Drug Education) Staying safe and medicines.
Themed Study	Anti-Bullying Week (Read the story Simon Sock) Make a noise about bullying!		World Book Week		Enterprise – whole school theme.	
Sport	Fundamental skills Ball skills – developing gross and fine motor skills. Changing independently. Balance bikes		Fundamental skills Ball skills – developing gross and fine motor skills Coordination e.g. throwing, catching, skipping Cooperation and team work.		Athletics – Sports Day Running, throwing, catching, jumping.	
Indoor PE	Yoga Demonstrating strength, balance and coordination. Changing independently	Dance Being expressive and moving in time to music. Changing independently	Gymnastics Negotiating space and obstacles safely, with consideration for others.	Dance Moving energetically and safely within a designated space.	Gymnastics Exploring patterns, sequences and performance qualities.	Yoga Demonstrating strength, balance and coordination.

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