

RECEPTION CLASS MEDIUM TERM CURRICULUM OVERVIEW – Spring 2026

Our theme for the Spring term is Animals and Nature. In our literacy lessons this term we will be trialling the Drawing Club, which focuses on enriching language skills and developing fine motor skills and imagination. We will look at a range of stories including 'Jack and the Beanstalk' and planting seeds of our own. We will also be taking a visit to the zoo some time in the Spring term to consolidate our learning of animals. Special enhanced provision activities linked to our theme will be introduced by an adult and added to the environment for children to develop and extend independently.

Characteristics of Effective Learning	PERSONAL, SOCIAL AND EMOTIONAL	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
This is the way that children engage with other people and their environment. They are grouped into three areas of learning: - - Playing and Exploring – Plan and think ahead about how they will explore or play with objects/ Bring their own interests and fascinations into early years settings - Active Learning – Begin to correct their mistakes themselves - Creating and Thinking Critically - Know more, so feel confident about coming up with their own ideas/ Concentrate on achieving something that's important to them These areas underpin learning and development across all areas and support the child to remain an effective and motivated learner. Children develop at their own rates and in their own way. These development statements suggest a typical range of development.	- Recognise themselves as a valuable individual. - Express their own feelings and moderate these when they are upset. - Be confident to try new activities. - Be confident to speak in a familiar group and express their own ideas/whether they need help or not. - Be aware that some actions can harm or hurt others. - Showing understanding and cooperating with some boundaries and routines. - Show resilience and perseverance in face of the challenge. - Be willing to participate in a wide range of activities. - Form positive relationships with adults and children. - Having an awareness of keeping teeth clean and living a healthy lifestyle.	- Knowing that they need to be quiet and concentrate when listening. - Listening to a whole story from beginning to end. - Remember key points from a story without needing prompts - Showing a specific interest in a non-fiction book linked to a topic or theme. - Use new vocabulary in different contexts. - Asking questions to learn more about a task. - Use language to explore imaginary events, storylines and themes. - Use talk to organise, sequence and clarify thinking, feelings and ideas.	- Recognise how they can refine a range of physical actions, such as rolling, running, skipping etc. - Jumping off objects safely and carefully. - Travel with confidence and skills. - Show increasing control when throwing, catching and kicking a ball. - Demonstrate strength, balance, and coordination when playing. - Showing a preference for a dominant hand. - Using a pencil and holding it effectively to form recognisable letters. - Handling tools, objects, construction and malleable materials safely with increasing control.
LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Talk about events and characters in books. - Make suggestions about what might happen next in a story. - Use vocabulary and events from stories in their play. - Talk about their favourite book. - Use phonic knowledge to write words to match spoken sounds. - Write some simple sentences that can be read by themselves. - Write small familiar words correctly and make phonetically plausible attempts at more complex words.	- Count beyond ten. - Show a number of fingers together without counting. - Fine one more or one fewer from a group of up to five objects. - Estimating how many objects they can see and checking by counting them. - Using language of 'more' and 'fewer' to compare two sets of objects. - Beginning to use the vocabulary involved in addition and subtraction. - Understand addition of 5,6,7,8,9,10 using all combinations. E.g. 0 + 5, 1 + 4, 2 + 3, 3 + 2, 4 + 1, 5 + 0. - Begin to experiment with length, height and capacity. - Identify money and using money in play. - Recall the names of some 2D and 3D shapes. - Begin to use language of direction.	- Recognise and describe special times or events of family and friends e.g. Eid or Christmas and understand they were celebrated before they were born. - Have a sense of own immediate family. - Use language to describe the past e.g. 'in the past'. - Learning that they have similarities and difference that connect them to and distinguish them from others. - Begin to draw information from a simple map. - Recognise similarities between life in this country and life in other countries. - Show an interest in different occupations and ways of life. - Talk about why things happen and how things work. - Identifying features such as animals with legs or those with wings. - Exploring the natural world. - Understand the effect of changing seasons on the natural world around them.	- Safely use and explore a variety of materials and tools. - Experiment with colour, design, texture, form and function. - Explore and learn how sounds can be changed. - Singing songs, making music and experimenting with ways of changing them. - Initiate new combinations of movement and gesture to express and respond to feelings, ideas and experiences. - Beginning to use representation to communicate. - Beginning to make-believe by pretending.
Extend your learning at home by: The most important thing you can do to help your child's language skills to develop is to talk with and listen to them as much as possible. A rich vocabulary is a key to good progress in all curriculum areas. The sharing of stories and books is also vital to their reading development. Take time to talk about the pictures, what the children can see, whether they like the story, whether they can begin to segment and blend simple CVC words (consonant, vowel, consonant e.g. cat). Encourage your child to participate in writing simple words and reading lots at home!			