

## Physical Development

*This area is especially important in Reception as young children learn through being active and interactive.*

*Please encourage these skills at home as well.*

### **Gross Motor**

- Increase our stomach strength through balancing games to develop our posture ready for writing.
- Develop our shoulder strength and elbow co-ordination through big drawing and painting.
- Increase our upper body strength by exploring the equipment in the playground.

### **Fine Motor:**

- Increase our pincer strength through threading activities.
- Developing our cutlery skills during role play in preparation for lunch.
- Use tweezers with pom-poms and other small objects to strengthen our hands.
- Begin to explore letter formation by writing our names.

*By the end of this term children will...*

- *Use an effective pincer grip to begin to form letters correctly.*



## **Reception: Autumn Term 1 2026 Curriculum Overview**

### Mathematical Development

#### **Just Like Me!**

- Explore finding matching pairs and sorting items into groups using the language of 'same' and 'different'.
- Compare groups of items and identify which groups have 'more' and which group has 'fewer'.
- Compare items by size, mass and capacity and use the correct mathematical language to support.

#### **It's Me 1,2,3!**

- Represent numbers to 3 in different ways using physical objects.
- Compare the numbers 1, 2, 3 and identify patterns within these numbers.
- Begin to identify the composition of numbers 1,2,3 and use our mathematical language to talk about them.
- Explore the relationship between 1, 2, 3 and circles/triangles.

*By the end of this term children will...*

- *Be able to use the mathematical vocabulary of same, different, more, fewer and equal to compare quantities.*
- *Be able to identify quantities to 3 without counting and identify their number bonds to 3.*

## Our World

### **People, Culture and Communities**

- Explore similarities and differences between our own lives and those of our peers.
- Talk about our likes and dislikes.
- Look at and compare clothing worn around the world.
- Explore different festivals that are celebrated around the world.

### **The Natural World**

- Identify that the world is made of many countries and that we live in England.
- Identify that England is part of the United Kingdom and the other countries that make up the UK.
- Explore other countries that are important to our families and explore their similarities and differences to the UK.

### **Past and Present**

- Talk about memorable events in our own experiences such as going to the park and our birthdays.

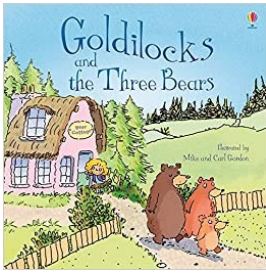


## Literacy

**Key Text:** *Goldilocks and the Three Bears* (various authors)

### **Supplementary Texts**

**(reading):** *The Jolly Postman, The Gruffalo, Where the Wild Things Are, Hansel and Gretel, The Bear and the Piano, Goldilocks and the Five Bear Families, The Three Billy Goats Gruff, The Boy Who Grew a Forrest, The Little Red Hen*



### **Talk for Writing**

- Explore a range of new vocabulary through poetry.
- Retell stories using a 'story s'.
- Learn to cook porridge and create instructions.
- Learn the story of Goldilocks and the Three Bears by using actions.
- Draw a story map to represent the story learnt.
- Create props to support retelling the story of Goldilocks.
- Innovate the story by changing the setting.
- Create your own stories using the story language we have learnt, e.g. *Once upon a time, one morning, suddenly, after a while, finally.*

*By the end of this term children will...*

- *Be able to write their name independently.*
- *Give meaning to marks they make in a variety of contexts.*
- *Be able to retell a familiar story.*
- *Join in with stories and rhymes in small groups.*

## Phonics

- Learn Set 1 sounds through daily phonics sessions  
m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, w
- Begin to identify and become familiar with the red words 'I' and 'the'.
- Orally blend and segment CVC words such as cat, shop or pig.

*By the end of this term children will...*

- *Recognise the majority of the Set 1 sounds.*
- *Begin to identify initial sounds and orally segment and blend CVC words.*

### Key Vocabulary and Sentence Stems For Autumn 1

#### **Literacy**

Once upon a time — One morning

Suddenly — After a while

Finally



#### **Maths**

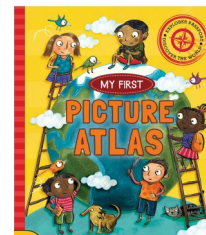
Same — Different

Heavier — Lighter

Small — Big

More — Fewer

Repeating Patterns



#### **Sentence Stem**

When we answer questions in class we use sentence stems to help us. The sentence stem we are focusing on this half term is:

*'I think \_\_\_\_\_ because\_\_\_\_\_'*

*E.g. I think Ishaan is happy because he is smiling.*

## Expressive Arts and Design

### **Music**

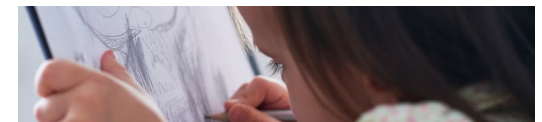
- Explore silence and engage our listening skills to hear environmental signs.
- Identify that noise comes from a range of different places and create musical instruments from everyday items in the classroom
- Begin to explore creating simple songs using a range of musical instruments



### **Art**

#### **Drawing: Marvellous Marks**

- Make marks with wax crayons.
- Make marks with felt tips.
- Make marks with chalk.
- Use pencils to draw.
- Draw a face.
- Use colour on a self-portrait.



#### **Being Imaginative and Expressive**

- Role play opportunities from their favourite stories, e.g. Goldilocks and Gruffalo characters.
- Puppets and small world resources from key text and supported texts to encourage imaginative play.
- Role play based on new experiences.