



# Curriculum Overview Reception

## Pentecost Term 1 2026

Please find below information about what your child will be learning this term. If you would like more information speak to your child's teacher.

### RE

**Hear** Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47).

#### **Believe**

Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community

#### **Celebrate**

Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate

**Live** The parish church and the parish family meet there to celebrate

**Catholic Social Teaching: We Are Called to Live as Family and Community.**

Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other.

### Maths

Math's Mastery:

The children will learn strategies for counting larger sets.

Investigate '1 more/1 less

Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure.

Make or represent collections of larger amounts

Count on from a given number

Practise strategies for counting larger amounts that cannot be moved.

Subitising to 6

Represent 8 as '5 and 3 more'

Order numbers to 10

Subitise double amounts on a ten frame.

Consolidate their use of finger patterns to 5

Investigate ways of making 7 with two parts

Composition of 10 – explore ways in which 10 can be composed in 2 parts

Use structured arrangements to find missing parts of 10

Solve problems involving the composition of 10.

Use language to describe position on a number track

### Topics:

#### **Creep Crawl and Wiggle**

In the Creep, Crawl and Wiggle project, your child will learn about mini-beasts. They will observe mini-beasts in their natural habitats. They will learn about the life cycle of a butterfly and explore what mini-beasts, such as snails and worms, need to survive. They will compare the features of mini-beasts and learn the names of their body parts.

#### **Move It!**

In the Move It project, your child will participate in physical activities and learn about the importance of exercise, getting a good night's sleep and eating a healthy balanced diet.

### PSED

**Self-Regulation:** Children will work cooperatively as part of a group or class.

They will make active choices that contribute to a respectful learning environment.

They show appropriate levels of empathy for others

Children remain absorbed in activities, including class inputs, for an appropriate period of time

**Managing Sense of Self:** Children will typically manage themselves well in new situations, drawing on a range of knowledge of relevant risks.

Manage own hygiene and personal needs successfully.

Can dress and undress independently, successfully managing coats, shoes and zips.

Show secure understanding of the value of exercise, eating well, sleeping and hygiene to look after their bodies and minds

**Building Relationships:** Children will take account of others' ideas about how to organise a game of activity.

Children have established relationships with adults in the setting and this is conducive to learning.

### Understanding of the World

Children will name and describe common mini beasts, comparing and classifying them.

Investigate habitats of mini beasts and talk about why they are suitable for them

Carefully draw and label mini beasts.

Observe, describe and record the changes in the lifecycle of a frog / butterfly

Know that we need a balanced diet of food and water to keep us healthy and survive

Know why we brush our teeth, how often to do it and how to do it effectively.

Investigate shadows and what happens to them throughout the day.

### Expressive Art and Design

Children will practise looking carefully when drawing.

They will respond to a range of stimuli when painting.

Select and arrange natural materials to make 3D artworks.

Know some art doesn't last long- it is temporary.

Create patterns or meaningful pictures when printing.

Select and use appropriate drawing tool e.g. finger, stick, pencil, pastel, chalk etc.

### Physical Development:

**Gross motor skills:**

**PE Topics – Best of Balls and Hands, feet, equipment**

Children will develop a ranges of ball skills (using feet)

kicking, stopping, controlling, dribbling and shooting.

They will further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming

Learn how to keep scores in a game.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Run /Sprint in a straight line and change direction.

**Fine motor skills:**

Children will learn to cut out small shapes.

To write short sentences with full stop and capital letters on a line with control.

To develop handwriting; to write letters knowing the correct letter formation and control the size of letters.

To be independent in dressing and undressing including tights and shoes.

### Literacy

**Reading:** The children will distinguish capital letters and lower case letters.

Answer questions that require them to think beyond the words of a story e.g. why do you think that...

Expresses their ideas about events in a story

Recognises the difference between fiction and non-fiction books

**Writing:** The children will begin to write simple sentences but may still need reminding to include a capital letter and full stop.

Begin to form 6,7,8,9, correctly

Begin to read work back to check it makes sense

Begin to write longer words which are spelt phonetically

Begin to spell some 'HRW' correctly

Write different texts for different purposes e.g. simple instructions, reports, recounts.

### Communication and Language

Children will explain how things work and why they might happen.

They will make comments about what they have heard and ask questions to clarify their understanding.

They will 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.

# Curriculum Overview Reception

## Pentecost Term 2 2026



Please find below information about what your child will be learning this term. If you would like more information speak to your child's teacher.

### RE

**Dialogue** - Friends of Jesus: Hear about the simple life of St Peter and St Paul, friends of Jesus (linking to their feast day)

**Encounter** - Share aspects of their own and learn about the faith and traditions of others in the school setting

#### Catholic Social Teaching: The Dignity of the Human Person

God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too.

**Catholic Social Teaching: Solidarity** All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family.

### Maths

Math's Mastery:

The children will learn to subitise on a rekenrek

Say which set of up to 10 objects contains more than the other.

Subitise 'one more' amounts to 5

Count beyond 20

Count out 6 or 8 objects from a larger group and check by counting 1-to-1

Arrange 6 or 8 objects into groups that can be subitised.

Practise saying the tricky 'teen' numbers

Practise counting to 100

Make and describe double arrangements.

Distribute collections of objects into equal and unequal groups

Sort numbers to 10 according to whether each number is a double / is not a double.

Make and describe double patterns on a rekenrek

Recognise an odd and an even number when arranged in a 'doubles' pattern

Sort models into those that contain odd and those that contain even numbers of interlocking cubes

Find ways to partition (split) a set of 5

Use positional language to describe spatial arrangements of objects

Visualise and describe doubles patterns up to '5 and 5'

Use their fingers to represent '1 more than/1 less than' a given number

Use what they know about the number sequence to work out missing numbers to 10

### Topics:

**Animal Safari:** This topic will teach children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.

**On the Beach:** This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the sun.

### PSED

**Self-Regulation:** Children will learn to adapt as needed, knowing how to disengage appropriately from interesting activities

They will be able to hold instructions in their minds, including more complex instructions that require the use of short term memory.

**Managing Sense of Self:** They will show perseverance and are resilient to problems and challenges they face, including the differences in opinions of their peers.

Have confidence to try out new activities with independence. They require minimal adult support to meet the high expectations in place.

Have a secure understanding of rules and the value of them. They can reflect on poor choices and move on with greater understanding.

Routinely adjust their behaviour to different situations and take changes of routine in their stride.

**Building Relationships:** They will attempt to solve conflicts appropriately and are beginning to compromise.

They will show growing confidence when interacting with and responding to wider school staff

Negotiate about ways forward with balance and take steps to resolve conflicts if needed. Children express themselves confidently in front of larger groups. They show active listening skills and can respond to what they hear with ideas and opinions.

### Understanding of the World

Children will recognise that climates vary around the world and recognise some environments that are different from the one in which they live.

They will be able to name a variety of different animals from around the world, explain where they live and what they need to survive

They will use an increasing range vocabulary to describe parts of animals e.g. paw, tail, whiskers, claw, talons etc.

Group, sort and classify animals in different ways.

Investigate, observe and compare how materials behave in water and test the suitability of different materials.

Identify land and water on maps and globes and use geographical terms to describe bodies of water e.g. lake, river, sea.

### Expressive Art and Design

The children will learn to combine materials when drawing.

They will explore colours, patterns and compositions when combining materials in collage.

They will develop 3D models by adding colour.

They will learn that sometimes artists are inspired by the seasons.

Cut complex shapes using scissors.

Impress and apply decoration to malleable materials such as clay and salt dough

Make up own dances and performances.

### Physical Development:

**Gross motor skills:**

**PE Topics – Search Steal & Share, Games for understanding Attack & Defence.**

The children will learn to move safely, with good spatial awareness and dodge others successfully.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Follow rules in simple team games.

Keep scores in a game

Understand simple tactics in games and what happens you are tagged/not tagged.

**Fine motor skills:** To use a range of tools competently, safely and confidently; pencil, paintbrush, scissors, spoon and knife and fork.

To create drawings with details.

To write with increased control, efficiency and accuracy; To dress and undress independently, successfully managing fastening buttons or laces.

### Literacy

**Reading:** The children will read aloud simple sentences and books that are consistent with their phonic knowledge, including some hard to read words (HRW's)

They will understand and uses a wide range of vocabulary that has been introduced through stories and non-fiction texts

Explain predictions and explain why they may happen Retrieve information by looking for key words in the text

They will be able to sequence a story, remembering details and including some story specific vocabulary

**Writing:** The children will continue to develop their sentence writing with capital letters and full stops being used more consistently

Form zig zag letters correctly

Secure at forming 6,7,8,9 correctly

Writing can consistently be read by others

Children will read their work back and check it makes sense

Spell 'HRW's' correctly more consistently in writing

Begin to write a simple narrative.

### Communication and Language

The children will listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.

They will offer explanations for why things might happen; making use of recently introduced vocabulary from stories, non-fiction texts, rhymes and poems where appropriate.

Hold conversation when engaged in back and forth exchanges with their teachers and peers.