

Seven key features of effective practice

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

Crackley Bank Primary School



Reception Curriculum Overview 2026-2027

Characteristics of Effective Teaching & Learning

1. Playing and exploring – children investigate and experience things, and ‘have a go’
2. Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
3. Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our Reception curriculum is designed around children’s developing understanding of themselves, their relationships, their community and the wider world. Through carefully chosen stories, experiences and meaningful interactions, children develop confidence, curiosity and a love of learning. Our curriculum builds strong foundations in communication, independence, resilience and respect, while providing opportunities for children to explore, question and make connections across all areas of learning.

	Autumn 1 Me, Myself and I	Autumn 2 Families and Festivities	Spring 1 Gruffalo and Friends!	Spring 2 Down on the Farm	Summer 1 Once upon a time...	Summer 2 It’s a small world, or is it?
Overview	Building on their Nursery learning, children will explore what makes them special, their local community in Chesterton, and the important people within it. They will also develop their understanding of emotions and learn strategies to support their wellbeing.	This term, children will build on their Autumn 1 learning by exploring families, celebrations, and traditions. They will also prepare for their Nativity performance, developing confidence and communication skills.	Children will explore stories by Julia Donaldson, developing their love of reading, storytelling, and imagination.	Children will explore how things grow and investigate the life cycles of animals.	Through storytelling, children will develop vocabulary linked to past and present events and build their use of story language. They will also explore different materials and compare.	Children will explore the wider world by comparing our country with others, learning about different cultures, experiences, and animal habitats. They will also continue to recognise and discuss seasonal changes, looking at how to stay safe in the summer.
Trips/visits	Walk within the school grounds School Library	Meet Santa Post letters to Santa Church visit Pantomime visit	Gruffalo trail – Delamere forest (seasonal changes)	Farm visit Chicks in school	Once upon a Time role play village	Snugbury’s Ice Cream
Role Play (outside)	Garage / car wash	Santa’s Grotto	Gruffalo’s cave in the deep dark wood	Farm/Flower shop	Café	Ice-cream shop
Role Play (Inside)	Home corner	Home Corner (add in photos of family, Christmas decorations)	Home Corner	Home Corner (add in plants, babies)	Home Corner	Home Corner (Add in DIY materials, paint samples etc)
Stories	Stories with Familiar Settings Wk 1 – Stories based on children’s interest to support transition/settling in period eg. Starting School - Janet & Allan Ahlberg Wk 2 – Peace at last – Jill Murphy	Celebrations Wk 1 – Hello Autumn – Jo Lindley Wk 2 – The Best Diwali ever! - Sonali Shah Wk 3 - The First Christmas – Miles Kelly	Same Author Wk 1 - Stick Man– Julia Donaldson Wk 2 – The Gruffalo –Julia Donaldson Wk 3 – Day Monkey Night Monkey – Julia Donaldson	Predictable & Patterned Language Wk 1 - Farmer Duck – Martin Waddell & Helen Oxenbury Wk 2 - Rosie’s Walk – Pat Hutchins	Traditional Tales and alternative versions Wk 1 - Goldilocks and the Three Bears - Miles Kelly Wk 2 - Goldilocks and Just the One Bear - Leigh Hodgkinson	Cultural/Fantasy Characters Wk1 – Ben and Gran and the Whole Wide Wonderful World - Gillian Shields Wk 2 – Handa’s Surprise - Eileen Browne Wk 3 – Geronimo - David

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	Wk 3 – The Colour Monster - Anna Llenas Wk 4 – Ruby’s Worry - Tom Percival Wk 5 – Elephant Me - Giles Andreae Wk 6 – Super Duper You! - Sophie Henn Wk 7 – Whatever Next! - Jill Murphy Traditional Tale – The Ugly Duckling	Wk 4 – Love makes a Family – Sophie Beer Wk 5 – The Jolly Christmas Postman – Janet and Allen Ahlberg Traditional Tale – The Little Red Hen	Wk 4 – Zog – Julia Donaldson Wk 5 – Monkey Puzzle – Julia Donaldson Wk 6 – Tiddler – Julia Donaldson Traditional Tale – Jack and the Beanstalk	Wk 3 - What the Ladybird Heard – Julia Donaldson & Lydia Monks Wk 4 - Big Red Barn – Margaret Wise Brown & Felicia Bond Wk 5 - The Little Red Hen – Byron Barton Wk 6 – The Gigantic Turnip - Alexei Tolstoy Traditional Tale – The Three Billy Goats Gruff	Wk 3 - The Three Little Pigs - Susanna Davidson Wk 4 - The Three Little Pigs and the Big Bad Book - Lucy Rowland Wk 5 - The Gingerbread Man - Miriam Latimer Wk 6 - Keep Running Gingerbread Man - Steve Smallman	Walliams Wk 4 – No Room for a Baby Roo! - Neil Griffiths Wk 5 – Lost and Found - Oliver Jeffers Wk 6 – The Snail and the Whale - Julia Donaldson Traditional Tale – Anansi the Spider
Nursery Rhymes	If you’re happy and you know it Heads, shoulders, knees and toes	This is the way we... (link to celebrations) Five currant buns Christmas songs – Little Donkey	Wheels on the bus Row, row, row your boat Seasonal Poetry	Old Macdonald had a farm. The Farmer’s in his den Five Little Ducks Seasonal Poetry	When Goldilocks went to the house of the bears Humpty Dumpty Jack and Jill Seasonal poetry	Five Little Monkeys The Animals Went in Two by Two Wind the Bobbin Up Seasonal Poetry
CAL	Listening and Attention Good Listening Rules Children develop their ability to listen carefully, follow instructions and engage in conversations with others. • Learn and practise good listening behaviours (eyes looking, ears listening, lips closed, body still, brain thinking). • Develop attention and focus during carpet sessions, stories, group activities and play.	Building vocabulary Words, Words, Words! Children develop a rich vocabulary through stories, conversations and meaningful experiences. • Learn and use new vocabulary linked to topics, stories and experiences. • Develop understanding of new words through discussion and play. • Describe objects, actions, people and feelings using increasingly detailed language. • Use new vocabulary in the correct context.	Speaking with Confidence Finding my Voice Children develop confidence in expressing their ideas, thoughts and feelings. • Speak clearly and confidently with adults and peers. • Express choices, ideas and opinions. • Use sentences to explain thoughts and experiences. • Develop narrative language through role play, puppets and small world play. • Ask and answer questions.	Understanding and Responding Listen to Understand Children develop comprehension skills by listening, questioning and responding. • Listen to and discuss stories, information texts and conversations. • Answer questions about what they have heard. • Make predictions and explain ideas. • Follow increasingly complex instructions. • Respond appropriately to adults and peers.	Storytelling & Narrative Once Upon a Time... Children develop their imagination, storytelling skills and understanding of narrative structure. • Retell familiar stories using actions, props, story maps and role play. • Recognise story structures including beginning, middle and end. • Use story language and repeated phrases. • Create their own stories and narratives.	Communication for purpose Ready for the World Children develop purposeful communication skills to support independence, relationships and transition. • Use language to ask for help and explain needs. • Negotiate and collaborate during play. • Share ideas, opinions and experiences. • Adapt communication for different situations. • Develop confidence when speaking to groups.

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	• Listen carefully to adults and peers. • Take turns in conversations, games and discussions. • Respond appropriately to what they hear.	• Talk about similarities, differences and connections between ideas	• Participate in discussions.	• Recall and retell key information.	• Sequence events and explain what happens.	• Prepare for transition through speaking and listening activities
Personal, Social and Emotional Development	Our PSED curriculum supports children's progression in Self-Regulation, Managing Self and Building Relationships , including developing emotional understanding, independence, resilience, positive relationships, empathy and respect for others. Areas will be revisited, built on and developed throughout the year.					
	Developing a Positive Sense of Self Children explore who they are, develop confidence and learn to recognise and manage their feelings. • Developing self-confidence and a positive sense of self • Recognising and expressing emotions • Building relationships and friendships • Learning routines, boundaries and expectations • Developing independence	Belonging and Relationships Children explore families, celebrations and the people who are important to them, developing respect and a sense of belonging. • Exploring different families and relationships • Developing a sense of belonging • Celebrating similarities and differences • Showing kindness, care and respect • Understanding and following shared rules	Friendship and Cooperation Children explore what makes a good friend and learn to cooperate, share and solve problems together. • Developing friendships • Sharing and taking turns • Listening and cooperating • Showing kindness and empathy • Resolving simple disagreements	Resilience and Independence Children develop resilience and independence through responsibility, problem-solving and opportunities to persevere. • Developing independence and responsibility • Persevering with challenges • Solving problems and trying again • Understanding choices and consequences • Managing frustration	Emotions and Empathy Children explore characters' feelings and perspectives, developing emotional understanding and self-regulation. • Recognising a wider range of emotions • Understanding how others may feel • Developing empathy • Managing feelings and impulses • Resolving conflicts peacefully	Celebrating Ourselves and Others Children celebrate their achievements, explore diversity and develop confidence as they prepare for Year 1. • Celebrating individual strengths and achievements • Respecting similarities and differences • Developing empathy and inclusion • Working cooperatively • Building confidence and resilience for transition
Physical Development	Handwriting Approach - Children follow the Letter-join handwriting scheme , developing the physical skills, pencil control and letter formation knowledge needed for confident and fluent handwriting. • Gross motor control through large movements and physical activities.					

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• Fine motor strength and dexterity through daily provision. • Pencil control through pattern work and mark making. • Correct pencil grip and posture. • Letter formation using the Letter-join progression. • Increasing independence, accuracy and fluency when writing. Children take part in Squiggle While You Wiggle and other gross and fine motor activities to develop: • Shoulder and arm strength. • Large-scale movements. • Rhythm and coordination. • The movements needed for early handwriting.						
PE links Gymnastics Fundamental movement skills Children develop awareness of their bodies and learn to move safely and confidently. • Develop fundamental movement skills. • Explore travelling in different ways. • Develop balance, coordination and body control. • Create simple movements and sequences. • Explore different shapes, positions and balances.	PE links Dance Fundamental movement skills Children develop confidence in using movement to express ideas and respond to music. • Develop fundamental movement skills. • Move in time with music and rhythm. • Explore travelling, jumping, turning and balancing. • Copy, remember and create simple movement sequences.	PE links Throwing and Catching Fundamental movement skills Children develop object control and coordination through practical games. • Develop fundamental movement skills. • Explore throwing and catching with different equipment. • Develop aiming and accuracy. • Practise rolling, bouncing and catching.	PE links Ball Skills Fundamental movement skills Children develop confidence and control when using different types of equipment. • Develop fundamental movement skills. • Practise kicking, stopping and controlling a ball. • Develop hand-eye coordination. • Move with equipment safely. • Play simple team games and follow rules.	PE links Multi-skills Fundamental movement skills Children combine different physical skills and apply them in different situations. • Develop fundamental movement skills. • Combine running, jumping, throwing and balancing. • Complete obstacle courses and challenges. • Develop agility and problem-solving. • Work independently and as part of a team.	PE links Athletics Fundamental movement skills Children develop confidence, resilience and control through athletic activities. • Develop fundamental movement skills. • Practise running, jumping and throwing. • Improve coordination, speed and control. • Participate in races and challenges. • Celebrate personal achievements and effort.	

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	• Move safely in a space and follow instructions.	• Express ideas and emotions through movement.	• Work cooperatively with others in simple games.			
Literacy	Reading and Comprehension: • Develop a love of stories and enjoy joining in with repeated phrases. • Talk about characters, feelings and experiences. • Make predictions based on illustrations and story events. • Retell familiar stories using actions, props and story maps. • Develop vocabulary linked to emotions, families, homes and everyday experiences.	Reading and Comprehension: • Explore stories about families, celebrations and traditions. • Compare characters and experiences. • Learn and use vocabulary linked to celebrations. • Discuss similarities and differences between families. • Retell familiar celebration stories.	Reading and Comprehension: • Explore repeated patterns and rhyme. • Join in with predictable phrases. • Predict what might happen next. • Discuss characters' feelings and motivations. • Retell stories using story maps and actions. • Identify beginning, middle and end.	Reading and Comprehension: • Explore farm vocabulary. • Compare fiction and non-fiction texts. • Ask and answer questions about animals and farming. • Discuss characters and problems. • Recognise rhyme and repeated language.	Reading and Comprehension: • Recognise familiar story patterns. • Compare different versions of stories. • Discuss characters and choices. • Retell stories in sequence. • Use story language and repeated phrases.	Reading and Comprehension: • Explore stories from different cultures and places. • Compare characters and settings. • Discuss similarities and differences. • Use maps and images to support understanding. • Develop imagination through fantasy stories.
	Writing Opportunities: • Draw and label themselves. • Write names and familiar words. • Write simple captions about themselves.	Writing Opportunities: • Write cards and messages. • Create shopping lists and invitations. • Write simple recounts of celebrations.	Writing Opportunities: • Create character descriptions. • Write speech bubbles. • Make story maps. • Write captions and sentences.	Writing Opportunities: • Label farm animals. • Write animal facts. • Create farm maps. • Write instructions and recipes.	Writing Opportunities: • Write character descriptions. • Create story maps. • Write speech and thought bubbles.	Writing Opportunities: • Write postcards from imaginary journeys. • Create fact files about places and animals. • Write stories inspired by favourite texts.

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	• Create “All About Me” books. • Begin to write simple sentences using their phonics knowledge.	• Label pictures and models. • Begin using finger spaces and full stops.	• Innovate familiar stories.	• Write simple explanations.	• Retell stories independently. • Write simple narratives.	• Write sentences independently. • Apply phonics knowledge confidently.
Phonics Jolly Phonics	1. s, a, t, i, p, 2. n, ck, e, h, r, 3. m, d, g, o, u. 4. l, f, b ai, j, 5. oa, ie, ee, or, z, w 6. ng, v, oo, oo. y, x Tricky words: l, the, she, we, me, be, was, to, do, are, all	7. ch, sh, th, th. qu, ou 8. oi, ue, er, ar Consolidation of sounds learned so far. Learn to read and spell l, the, she, me, we, was, to do, are, all	Revision of 42 letter sounds plus alternatives being taught Teaching <y> as /ee/, ck a-e, e-e, i-e, o-u, u-e. Teaching capitals you, your, come, some, said, here, there, they, go, no, so, my, one, by	Revision of 42 letter sounds plus <ay> for /ai/ <oy> for /oi/ <ea> for /ee/ <y> for /ie/ <ow> for /oa/ <ir> and <ur> for /er/ <ew> for /ue/ and /oo/ only, old, like, habe, live, give, little, down, what, when, why, where, who, which	Revision of 42 letter sounds plus <ow> for /ou/ <igh> for /ie/ <aw> for /or/ Revise all alternatives so far. any, many, more, before, other, were, because, want, saw, put, could, should, would.	Revision of 42 letter sounds plus Revise alternatives so far plus Teach <au> and <al> for /or/ right, two, gour, goes, does, made, their, once, upon, always, also, of, eht, love, cover, after, every, mother, father.
Maths WRM	Match, sort and compare Talk about measure and patterns It's me, 1, 2, 3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides		Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D shapes		To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	
Underst anding the World	Geography Links: My Local Area – Where I Live and Where I Go to School Children begin to develop an understanding of their place in the world by exploring familiar places, their school environment and their local area. • Talk about where they live and where they go to school. • Explore and describe familiar places within	History Links My Family, Community and Traditions Children explore their own family history and develop an understanding that people, events and traditions existed before they were born. • Talk about members of their immediate family and community.	Geography Links Maps, Habitats and Different Environments Children explore familiar and imaginary environments through stories, maps and first-hand experiences. • Explore woodland environments through outdoor learning and observation. • Recognise that animals live in different habitats.	History Links Farming Then and Now Children explore how farming, tools and ways of working have changed over time. • Explore farms and farming today. • Look at photographs and artefacts from farming in the past. • Compare old and new farming machinery.	Geography Links Story Settings, Maps and Places Around the World Children explore the places and environments linked to traditional tales and begin to understand that stories come from different places and cultures. • Explore settings from traditional tales, including forests, villages, castles and mountains.	History Links Significant People, Cultures and Stories from the Past Children explore significant people, communities and cultures from around the world, developing an understanding of how people and places change over time. • Explore maps and globes to understand that there are many countries in the world.

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	their local environment. • Use photographs, drawings and simple maps to identify familiar locations. • Explore the school grounds and local area through observation. • Use simple geographical vocabulary to describe location, including near, far, next to and behind. • Create simple maps and representations of familiar routes and places. • Recognise features of their local environment.	• Share experiences, memories and family traditions. • Begin to understand that some things happened before they were born. • Explore photographs, objects and stories from the past. • Compare photographs of the past and present. • Discuss how celebrations and traditions have changed or continued over time. • Explore celebrations such as Harvest, Diwali and Christmas and how they are celebrated by different communities.	• Describe features of familiar environments. • Use maps and simple drawings to represent journeys and story settings. • Follow simple routes and use positional language. • Compare woodland environments with other habitats around the world. • Recognise that some environments are different from their own. • Use photographs, books and maps to explore different places.	• Discuss how tools and equipment have changed over time. • Explore how farmers’ jobs and daily lives have changed. • Understand that people in the past lived and worked differently. • Use stories, photographs and objects as sources of information about the past.	• Use maps and globes to locate places linked to stories. • Recognise that traditional tales come from different countries and cultures. • Compare story settings with their own local environment. • Explore how environments influence the lives and stories of people. • Create simple maps and models of story locations.	• Learn about significant people from the past and share stories and facts about their lives. • Explore important individuals from different cultures and communities. • Compare aspects of life in the past and present. • Explore similarities and differences between communities around the world. • Listen to and retell traditional tales that have been passed down through generations. • Understand that stories, traditions and ideas can continue over time.
Science Links My body, senses and keeping healthy • Explore parts of the human body and what they do. • Recognise similarities and differences	Science Links Seasonal change, plants and food • Explore the natural world through walks in the school grounds and local area.	Science Links Animals, habitats and seasonal change • Explore woodland habitats and the animals that live there.	Science Links Farm animals, plants and food production • Identify and name farm animals and their young. • Explore animal features and how animals are cared for.	Science Links Materials, forces and the natural world • Explore and compare different materials. • Investigate which materials are suitable for different purposes.	Science Links Animals, habitats and environments around the world • Explore animals from different parts of the world. • Recognise environments that are	

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	between ourselves and others. • Explore the five senses through investigations. • Understand ways to look after our bodies through healthy eating, exercise, sleep and hygiene. • Observe how humans change as they grow.	• Observe and record changes during autumn and winter. • Notice changes in trees, plants, weather and animals across the seasons. • Explore where food comes from, including Harvest produce. • Investigate seeds, fruits and vegetables.	• Recognise that animals live in different habitats. • Identify and compare animal features. • Explore nocturnal animals and how they are different from daytime animals. • Compare woodland and underwater environments. • Observe seasonal changes in plants, trees and wildlife. • Explore natural materials through <i>Stick Man</i>.	• Compare farm animals with animals found locally. • Explore where food comes from. • Investigate growing plants, vegetables and crops. • Observe seasonal changes linked to farming and harvest.	• Explore strength, flexibility, waterproofing and building materials. • Use <i>The Three Little Pigs</i> to investigate structures. • Explore plants and growth through <i>Jack and the Beanstalk</i>. • Observe seasonal changes through outdoor exploration.	different from our own. • Compare habitats such as rainforest, desert, polar regions and oceans. • Explore how animals are suited to their environments. • Compare weather and seasonal changes around the world. • Consider what it is like in the UK in the summer and how to stay safe. • Understand ways to care for our planet and living things.
	RE links ‘Wet and Windy Harvest’ Develop an awareness and enjoyment of church activities and the Christian Harvest festival.	RE links Festivals and Celebrations - <u>Explore</u> stories about the lives and teachings of key religious figures - Learning about Diwali Puddles and the birth of Jesus.	RE links Relationships, promises and church wedding celebrations. - <u>Identify</u> symbolic actions, gestures and rituals and <u>talk about</u> how they are used as part of worship and ceremonies	RE links Easter celebrations -Find out about ways in which sacred texts are regarded, read and handled by believers	RE links Caring for creation - Ask and respond imaginatively to questions about things that are interesting or puzzling in the world	RE links Helping others - Hear and respond to stories about belonging and relating to religious communities
Expressive Arts and Design	Art Links Drawing – Self, Observation and Mark Making Children will develop greater control and confidence in drawing, using a range of materials to represent themselves, their ideas and the world around them.	D+T Links Designing, Making and Joining Children develop an understanding of how tools and materials can be used safely to create purposeful products. • Design and make cards and decorations linked to celebrations	Art links Painting, Colour and Texture Children will explore and develop painting techniques, experimenting with colour, texture and different tools to express ideas and represent the world around them.	D+T Links Construction and Creating for a Purpose Children develop their ability to design, make and evaluate creations using a range of materials. • Design and make farm-related models,	Art links Sculpture, Form and 3D Design Children will explore and develop sculpture using a range of materials, experimenting with shape, form and texture to create 3D representations.	D+T Links Textiles and Creating Products Children explore textiles, patterns and joining techniques inspired by cultures around the world. • Explore a range of fabrics, textures and patterns.

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	• Develop drawing skills through observation and self-portraits. • Explore lines, shapes, patterns and details. • Use a range of drawing tools and materials. • Add detail to drawings to represent people, objects and experiences. • Use drawing to communicate ideas and respond to what they observe. • Talk about their artwork and the choices they have made.	such as Harvest, Diwali and Christmas. • Explore a range of materials and decide which are suitable for a purpose. • Develop skills using cutting, folding, sticking and joining techniques. • Use tools safely and discuss how to use them appropriately. • Explain what they have made and suggest ways to improve their creations.	• Explore and refine painting techniques using a range of tools. • Experiment with colour mixing and different shades. • Explore texture, pattern and different artistic effects. • Use colour purposefully to represent ideas, objects and environments. • Create artwork inspired by nature, stories and experiences. • Talk about the colours, techniques and effects they have used.	structures and animal creations. • Explore joining techniques using different materials. • Select appropriate tools and resources for a purpose. • Investigate how materials can be combined and strengthened. • Consider how to improve their designs. • Talk about their finished products and explain their choices.	• Explore and manipulate a range of materials to create 3D artwork. • Develop skills in shaping, joining, modelling and constructing. • Explore shape, form, texture and space. • Use imagination and experiences to develop sculptures and models. • Combine materials and techniques to create purposeful representations. • Adapt and refine their creations. • Talk about their ideas, materials and creative processes.	• Develop fine motor skills through threading and sewing activities. • Learn how to join materials using different techniques. • Create purposeful textile products such as flags, decorations or patterned designs. • Make choices about materials and explain their reasons. • Evaluate their finished creations and suggest improvements.
Music Links I've Got a Grumpy Face • Make up new words and actions about emotions and feelings. • Create sounds to show different emotions and feelings. • Sing a song.	Music Links Christmas Concert Songs Children will use their voices to sing traditional and modern Christmas songs to show the Nativity.	Music Links Bird Spotting: Cuckoo Polka • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the	Music Links Five Fine Bumble Bees • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using	Music Links It's oh so quiet! • Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles.	Music Links Down there under the Sea. • Compose new words and actions to <i>Down there under the sea</i>. • Sing a call-and-response song. • Play sea sound effects. • Play a stepping tune using the notes C-D-E	

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	• Tap the beat of the song with actions.		‘cuckoo call’ in a piece of music (so-mi). • Enjoy moving freely and expressively to music.	tuned and untuned percussion and recognise a change in tempo. • Listen to a piece of classical music and respond through dance.	• Explore dynamics with their voices and instruments. • Play different instruments with control. • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven’s <i>5th symphony</i>.	• Listen and move to pieces of music inspired by the sea.
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