



## Curriculum Overview 2026-27

**Term** Autumn 1  
**Year Group** Reception  
**School** Blackbrook School



| Pivotal Theme                      |                                        | Science and Technology - 'Marvellous Me'                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication, Language & Literacy | Listening, attention and understanding | <ul style="list-style-type: none"> <li>- <b>Understand and follow simple instructions</b></li> <li>- <i>Listening games</i></li> <li>- <i>Introducing learning partners</i></li> <li>- <i>Sharing &amp; talking in small groups</i></li> <li>- <i>Rhymes and simple songs</i></li> <li>- <b>Respond to simple adult instructions</b></li> <li>- <b>Engage in conversations with grown-ups/peers</b></li> </ul> |
|                                    | Speaking                               | <ul style="list-style-type: none"> <li>- <b>Ask simple questions</b></li> <li>- <b>Develop pronunciation of words/sounds e.g., 'r, j, th, ch and sh'</b></li> <li>- <b>Sing a large repertoire of songs</b></li> </ul>                                                                                                                                                                                         |
|                                    | Phonics                                | <ul style="list-style-type: none"> <li>- <b>RWI Set 1 sounds – follow Reception programme for phonics from first full week</b></li> </ul>                                                                                                                                                                                                                                                                      |
|                                    | Comprehension                          | <ul style="list-style-type: none"> <li>- <b>Recalling simple stories</b></li> <li>- <b>Talking about their favourite characters/part of stories</b></li> </ul>                                                                                                                                                                                                                                                 |
|                                    | Word Reading                           | <ul style="list-style-type: none"> <li>- <b>Begin to recognise their own name</b></li> <li>- <b>Begin to associate sounds/objects in the immediate environment and world around them (e.g. c is for cat)</b></li> </ul>                                                                                                                                                                                        |
|                                    | Writing                                | <ul style="list-style-type: none"> <li>- <b>Mark making – copying patterns, using a range of media (having a meaning to their marks)</b></li> <li>- <b>Begin to form letters to write their own name</b></li> <li>- <b>Letter formation following RWI programme</b></li> </ul>                                                                                                                                 |
| Mathematics                        | Number                                 | <ul style="list-style-type: none"> <li>- <b>Recognition of numbers 0-5</b></li> <li>- <b>Begin to count with 1:1 correspondence</b></li> <li>- <b>Recite numbers from 1-5</b></li> <li>- <b>Develop fast recognition of numbers up to 3 (subitise/speedy fingers)</b></li> </ul>                                                                                                                               |
|                                    | Numerical Patterns                     | <ul style="list-style-type: none"> <li>- <b>Begin to finish simple 2 step patterns</b></li> </ul>                                                                                                                                                                                                                                                                                                              |
| Science & Technology               | Science                                | <ul style="list-style-type: none"> <li>- <b>Begin to name body parts and explain how we can be 'healthy &amp; happy'</b></li> <li>- <i>Oral hygiene</i></li> <li>- <i>Handwashing</i></li> <li>- <i>Growing</i></li> <li>- <i>Harvest – healthy food, locally grown produce etc.</i></li> </ul>                                                                                                                |
|                                    | Design & Technology                    | n/a                                                                                                                                                                                                                                                                                                                                                                                                            |

|                            |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | Computing                        | n/a                                                                                                                                                                                                                                                                                                                                                                                                                |
| Understanding the world    | People and Communities           | <ul style="list-style-type: none"> <li>- Name and describe people who are familiar to them</li> <li>- Recognise that we are all different and what makes us different</li> <li>- Celebrations – special times (birthdays etc.)</li> </ul>                                                                                                                                                                          |
|                            | The World                        | <ul style="list-style-type: none"> <li>- Talk about what they see, using a wide range of vocabulary</li> <li>- Begin to use and recognise their senses</li> <li>- Ask questions about where they live and their natural world</li> </ul>                                                                                                                                                                           |
|                            | Past and Present                 | <ul style="list-style-type: none"> <li>- Talk and share previous experiences in small groups/with an adult</li> </ul>                                                                                                                                                                                                                                                                                              |
| Physical Development       | Fine Motor                       | <ul style="list-style-type: none"> <li>- Use one-handed tools and equipment – e.g. scissor snips</li> <li>- Threading</li> <li>- Use a comfortable grip with good control when holding pens and pencils</li> <li>- Pencil grip – show a preference for a dominant hand</li> <li>- Mark making using a range of art resources</li> <li>- Dough disco to continue hand strengthening – squeezing, rolling</li> </ul> |
|                            | Gross Motor                      | <ul style="list-style-type: none"> <li>- Become increasingly independent as they get dressed/undressed - e.g. putting coat on and off</li> <li>- Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>- Move around their environment safely</li> <li>- Develop an awareness of personal space and boundaries</li> </ul>                                                           |
| PSED                       | Making relationships             | <ul style="list-style-type: none"> <li>- Building positive friendships with their peers</li> <li>- <i>Sharing, listening, taking turns</i></li> <li>- Become familiar with their new environment and routines</li> <li>- Play alongside peers</li> <li>- Introduce children to year 6 buddies</li> <li>- Learning partners</li> <li>- Relationships with adults</li> <li>- Jigsaw PSED scheme</li> </ul>           |
|                            | Self-regulation                  | <ul style="list-style-type: none"> <li>- Understand and begin to label feelings</li> <li>- Understand how their actions can make others feel</li> <li>- Jigsaw PSED scheme</li> </ul>                                                                                                                                                                                                                              |
|                            | Managing self                    | <ul style="list-style-type: none"> <li>- Become increasingly independent in meeting own self-care needs</li> <li>- Jigsaw PSED scheme</li> </ul>                                                                                                                                                                                                                                                                   |
| Expressive Arts and Design | Creating with materials          | <ul style="list-style-type: none"> <li>- Begin to draw with some detail such as representing a face</li> <li>- Explain creations/drawings to an adult</li> <li>- Explore different materials and tools</li> <li>- Making clay hedgehogs</li> </ul>                                                                                                                                                                 |
|                            | Being imaginative and expressive | <ul style="list-style-type: none"> <li>- Invent and adapt narratives and stories with their peers during role play</li> </ul>                                                                                                                                                                                                                                                                                      |

