Ipplepen Primary School
Reception 2026- 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	**Is everyone's home the same?**	**Why are there so many leaves on the ground?**	**Should Goldilocks say sorry?**	**What journeys do characters go on in our story books?**	**Are all vegetables evil?**	**Do all types of transport need wheels?**
Themes/ focus for learning	Settling into school Sharing about home and family Building relationships	Seasonal changes Animals Exploring the world around us	Traditional tales Storytelling	Journeys Travel Under the Sea creatures	Growing vegetables and fruit Healthy eating	Transport Journeys Change and transition
Key Texts	Fiction Peepo!	Fiction Wide Awake Hedgehog	Fiction (Traditional Tales) Goldilocks and the Three Bears	Fiction The Snail and the Whale	Fiction Supertato	Fiction The Diggers are Coming
Supplementary non- fiction texts	All About Feelings	Seasons- Autumn Where do animals go in winter?	Look what I found in the woods! Seasons- Winter	Seasons- Spring Look What I found at the seaside The Big Book of Blue	Seasons- Summer Grow your own The Big Book of Blooms	The wonderful things that go! We work at the hospital
Drawing Club Texts	Dear Zoo Stuck!	We're Going on a Bear Hunt The Snowman	Hansel and Gretal The Gingerbread Man	Tiddler Room on the Broom	The Enormous Turnip The Tiger that Came to Tea	Mr Gumpy's Outing 100 decker bus
PSED	• Develop confidence separating from main caregiver and build trusting relationships with adults. • Begin to understand classroom routines and expectations. • Explore feelings and learn ways to express them appropriately. • Start to play cooperatively with others and share resources. • Begin to understand the importance of kindness and fairness.	• Show awareness of different emotions in themselves and others. • Begin to identify what makes a good friend. • Recognise and respect differences between people and families. • Develop ability to take turns and share fairly. • Begin to manage simple conflicts with adult support.	• Develop understanding of right and wrong through stories and discussion. • Begin to recognise the impact of their actions on others. • Learn simple strategies for managing feelings and behaviour. • Work collaboratively on shared goals with peers. • Demonstrate increasing empathy towards others.	• Show persistence when faced with new challenges. • Begin to set and work towards simple goals. • Demonstrate pride in their achievements. • Recognise different occupations and roles in the community. • Show increasing independence in making choices and decisions.	• Talk about the importance of a healthy lifestyle, including diet, hygiene, and exercise. • Understand how to keep safe in everyday situations. • Show growing independence in managing personal needs. • Recognise and name body parts appropriately. • Express emotions and discuss ways to stay calm.	• Identify feelings about moving to Year 1 and discuss coping strategies. • Demonstrate confidence when trying new activities. • Build strong, positive relationships with peers and adults. • Show resilience and adaptability in new situations. • Reflect on achievements and personal growth.

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Communication and Language	• Develop confidence to speak in familiar groups and express needs and feelings. • Begin to listen and respond appropriately to adults and peers. • Use simple sentences to talk about personal experiences and home life. • Start to use new topic vocabulary related to families, homes, and feelings. • Engage in back-and-forth conversations with increasing attention.	• Build attention and listening skills during group times and stories. • Use talk to describe observations and experiences outdoors. • Begin to ask questions to find out more about topics or interests. • Use descriptive language to talk about what they see, hear, and feel. • Extend vocabulary linked to seasons, weather, and animals.	• Retell familiar stories using key vocabulary and story language. • Listen and respond to questions about characters and events. • Use talk to explore ideas, feelings, and moral choices. • Begin to use conjunctions (and, because) to join ideas in sentences. • Develop confidence to speak in front of the class or group.	• Engage in conversations about story settings and events. • Use vocabulary related to travel, places, and direction. • Begin to use past, present, and future tenses when talking about experiences. • Contribute ideas during group discussions, showing understanding of others' talk. • Use full sentences to express ideas clearly.	• Use talk to describe processes and changes (e.g., planting, growing). • Begin to explain thinking and reasoning using complete sentences. • Use new vocabulary from stories, non-fiction, and topic learning in play. • Use language to express opinions, likes, and dislikes. • Show awareness of the listener when speaking in larger groups.	• Use language to plan and recall experiences (e.g., trips, special events). • Talk about personal achievements and future goals. • Use past, present, and future tenses accurately in discussion. • Initiate and sustain back-and-forth conversations with peers and adults. • Express ideas with increasing detail, clarity, and confidence.
Physical Development	• Move confidently in different spaces, changing speed and direction safely. • Develop control when running, jumping, and balancing. • Begin to handle tools and mark-making equipment with growing control. • Understand importance of handwashing and hygiene routines. • Begin to make healthy food choices at snack time.	• Use climbing and balancing equipment safely. • Develop coordination through dance and movement activities. • Build fine motor control through threading, pegging, and cutting tasks. • Show understanding of keeping safe during outdoor play. • Recognise the importance of rest and sleep for health.	• Move confidently using a range of large apparatus. • Develop strength and coordination through obstacle courses. • Begin to form letters correctly using an effective pencil grip. • Use tools such as scissors, brushes, and clay tools safely and effectively. • Recognise changes in the body during exercise.	• Show control and coordination in small team games. • Develop balance, agility, and coordination in movement. • Confidently use fine motor tools for creative and writing tasks. • Begin to use two hands together for coordination tasks. • Talk about how to keep safe when travelling or exploring.	• Use tools to prepare food safely. • Demonstrate correct letter formation in writing tasks. • Develop precision and control in cutting, drawing, and constructing. • Understand how exercise affects health and wellbeing. • Manage dressing and hygiene independently.	• Use gross motor skills to participate in sports and outdoor games. • Confidently use tools and equipment to design and build models. • Develop stamina and control in sustained activity. • Talk about ways to stay safe around water and roads.
Maths **White Rose Maths**	• Develop early counting skills through songs, rhymes, and play. • Match, sort, and compare objects based on size, colour, and quantity.	• Recognise, count, and represent numbers to 5. • Identify and name 2D shapes in the environment. • Compare groups using more/less and equal.	• Recognise numbers to 8 and explore composition of these numbers. • Begin to use the vocabulary of mass, capacity, and height.	• Consolidate number recognition and counting to 10 and beyond. • Explore number bonds to 10 using practical and visual models.	• Count confidently beyond 20 using patterns of 10s. • Apply number bonds to 10 in addition and subtraction contexts. • Explore doubling, sharing, and grouping.	• Consolidate understanding of patterns, sequencing, and number relationships. • Use counting strategies to solve practical problems.

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	• Explore simple patterns and describe what they notice. • Talk about similarities and differences in quantity using language such as more, fewer, same. • Begin to subitise up to 3 objects.	• Explore composition of numbers to 5. • Use positional language and talk about day/night patterns.	• Develop understanding of zero as a number. • Compare quantities and order numbers within 10. • Explore doubles and halves practically using real objects.	• Compare and order numbers within 10. • Investigate 3D shapes and patterns. • Begin to use reasoning to solve everyday problems.	• Describe position, direction, and movement using precise language. • Compose and decompose shapes to make new ones.	• Explore spatial reasoning through maps and models. • Apply knowledge of measure (length, capacity, weight) in real-life contexts. • Demonstrate confidence and independence in number talk and problem solving.
Literacy	• Recognise own name in print. • Engage in listening to stories and join in with repeated phrases. • Begin to give meaning to marks and attempt initial sounds. • Recognise and talk about characters and settings. • Begin Phase 2 phonics and blend simple CVC words.	• Retell familiar stories using new vocabulary. • Identify rhyming words and alliteration. • Recognise some common exception words. • Form some lower-case letters correctly. • Write simple labels with adult support.	• Sequence and retell well-known stories with growing detail. • Read simple sentences using taught phonics. • Begin to write short sentences with support. • Use capital letters and full stops in guided writing.	• Read and understand simple stories and non-fiction texts. • Use phonic knowledge to spell simple words correctly. • Begin to write short captions independently. • Talk about events in stories using full sentences. • Develop stamina for writing.	• Read sentences with some fluency and expression. • Write simple captions that can be read by others. • Use vocabulary from topic texts in writing. • Edit and improve simple writing with support. • Read and discuss information books confidently.	• Confidently read Phase 4 words and sentences. • Form most letters correctly. • Write simple captions and phrases that can be read by others, with increasing confidence.
Understanding the World	• Talk about their family, home, and local community. • Recognise that families and homes can be different. • Compare homes and discuss changes over time. • Explore people's jobs and roles in the community. • Understand the importance of helping others.	• Observe and describe changes in the environment. • Talk about autumn and winter weather. • Learn about different festivals (Diwali, Christmas). • Recognise similarities and differences in celebrations. • Begin to understand the passing of time.	• Use simple maps and photographs to find places. • Explore freezing, melting, and observe changes to food when cooking. • Talk about right and wrong choices through stories.	• Learn about explorers and journeys. • Compare environments (desert, ocean, forest). • Observe and discuss how animals adapt to their habitats. • Talk about caring for the planet and recycling. • Recognise how technology helps us explore the world.	• Observe changes in plants and animals. • Identify what plants need to grow healthily. • Understand lifecycles through planting investigations. • Recognise similarities and differences in food growth. • Talk about healthy eating and sustainability.	• Compare transport from past and present. • Talk about local landmarks and their uses. • Use simple maps to plan journeys. • Discuss safety and environmental impact of transport. • Show curiosity about the wider world.
Expressive Art and Design (EAD)	• Explore colour, texture, and materials in art activities.	• Explore colour mixing and pattern. • Create artwork inspired by nature and seasons.	• Use props to act out familiar stories. • Design and make simple puppets and story settings.	• Use natural materials to create patterns and sculptures.	• Create artwork inspired by nature and famous artists. • Use printing, collage, and painting to show detail.	• Plan and create models using a range of materials. • Design and perform for an audience.

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	• Create representations of family and self. • Join in with familiar songs and rhymes. • Engage in role play linked to home and community. • Begin to use tools safely for creative purposes.	• Use recycled materials to design and build models. • Perform songs and dances for an audience. • Express ideas through drama and role play.	• Explore use of clay and other modelling materials. • Move to music expressively. • Talk about their creations and how they were made.	• Combine media for desired effects. • Work collaboratively on large creative projects. • Begin to evaluate and refine artistic choices. • Create simple musical patterns.	• Sing songs related to plants, food, and celebrations. • Develop imaginative ideas in role play. • Use tools and materials with increasing control.	• Use imagination to tell stories through art, music, and dance. • Talk about how music and art make them feel. • Confidently share and reflect on their work.
RE	Where do we belong?	Why is Christmas special to Christians?	Why is the word God so important to Christians?	Why is Easter important to Christians?	What places are special and why?	