



The Stonebridge School

Reception Curriculum

2025-26

OUR CURRICULUM PRINCIPLES



L



E



A



P

LEAP represents the curriculum principles that guide learning at our school. We believe that our curriculum must address the barriers that our children bring with them and it must help our children overcome those barriers so that they can be the best they can be.

Our principles are rooted in meeting the national curriculum expectations and also exceeding them.

From Nursery to Year 6, all our children are exposed to teaching and learning that is:

- **Language-Rich** – We nurture confident communication by providing rich opportunities to talk, listen, and build vocabulary, enabling children to express ideas clearly and to a high standard.
- **Experiential** – We bring learning to life through hands-on experiences (trips, visits, art/design, and real-world exploration) that inspire curiosity and deepen understanding.
- **Ambitious** – We set the highest expectations for every learner, encouraging them to achieve their best and believe in their potential.
- **Purposeful** – We design learning that builds on prior knowledge, carefully addressing gaps to ensure meaningful, connected progress.

Together, these principles empower our children to LEAP forward in their academic learning, grow, and fulfil their potential.

Reception Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Learning Journeys	Ourselves 'all about me'	Light & Dark Festivals & Celebrations	Amazing Animals	Heroes & Superheroes	Once upon a time	Growth
General themes	Starting school/ getting to know my class Being me in my world My body My family Being kind What am I good at?	Celebrations Space Light and Dark Autumn Christmas	Life cycles Animal patterns Night and day animals Animals around the world	People who help us People special to me Community Where I live? How to help others?	Traditional Tales Right and wrong?	Plants & flowers Weather & seasons The great outdoors Planting seeds Reduce, Reuse, Recycle
Core texts	Our class is family All Welcome Here	Rama and Sita Christmas Story Light the Lights! A story about celebrating Hanukkah	The Rainbow Fish Superworm We are going on a Bear Hunt	The Jolly Postman People who help us collection (Non-Fiction)	This Little Pig The Three Billy Goat's Gruff Little Red Riding Hood	Oliver's Vegetables Jack and the Beanstalk Tidy!
Additional high quality texts	Only one you Dear teacher Incredible You	Nativity Story	The Ticky Octopus Underwater Tiddler 10 Splishy Splashy Fish	Lucia the Luchadora Juniper Juniper: A real life superhero	Little Red This Little Pig (maths) The Three Billy Goat's Gruff Little Red Riding Hood	Jasper's Beanstalk Someone Swallowed Stanley How much does a Ladybird Weigh? Ahhh Spider!
Potential writing opportunities	Mark making Giving mean to marks – labelling Initial sounds – simple captions Name writing Captions/ lists/ diagrams Writing messages	Name writing Labelling using initial sounds Retelling stories Sequencing a story Writing a sentence Wanted poster	Writing using CVC and Cvcc words Guided writing focusing on short sentences in a meaningful context Story board Fact files	Creating story maps Writing captions/ lists/ labels Character descriptions Writing 2 linked simple sentences	Writing recipes/ lists Writing for a purpose Rhyming words/ poems Retelling and writing stories Character descriptions	Story writing – familiar stories and creating own Series of link sentences Fact files Postcard Diary writing
Enrichment opportunities	Black History Month	Bonfire Night Christmas Nativity Diwali/ Hannukah	Under the Sea – singing songs and sea shanties Chinese New Year Pancake Day	Visits from 'people who help us' Visit to local Library World Book Day Oral Health Project	Eid-Al-Fitr Story teller	Planting and gardening Queen's Park trip
Parental engagement	Staggered starts Parent stay and play sessions Parent consultations Welcome back event Celebration of Learning	Parent consultations Nativity Workshops? Celebration of Learning	Workshops Trip helpers	Parents – heros Bedtime stories event Parent consultations Workshops Celebration of Learning	Workshops Trip helpers	End of year reports Parent consultations Transition meeting to Year 1 Celebration of Learning



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Learning Journeys	Ourselves 'all about me'	Light & Dark Festivals & Celebrations	Amazing Animals – Under the Sea	Heroes & Superheroes	Once upon a time	Growth
Communication & Language	<p>To begin to understand how to listen carefully in small groups</p> <p>To begin to learn new vocabulary and use it in play</p> <p>To begin to ask questions about things that interest us</p> <p>To begin to articulate ideas and thoughts</p> <p>To begin to engage in story times</p>	<p>To learn rhymes, poems and songs</p> <p>To listen to and talk about stories to build familiarity and understanding</p> <p>To begin to develop social phrases</p> <p>To begin to talk to help work out problems in play</p> <p>To begin to describe events in some detail</p>	<p>To begin retell stories; some as exact repetition and some in their own words, with increasing recall</p> <p>To talk to help work out problems and organise thinking and begin to explain how things work</p> <p>To further develop social phrases</p> <p>To begin to connect one idea to another using connectives</p> <p>To begin to ask questions to find out more</p>	<p>To listen carefully to others and to understand why listening is important</p> <p>To begin to listen carefully to rhymes and songs, paying attention to how they sound</p> <p>To begin to use new vocabulary in different contexts</p> <p>To use talk to help work out problems and organise thinking and explaining how things work and why they might happen</p> <p>To describe events in some detail</p>	<p>To continue to listen carefully to others and to understand why listening is important</p> <p>To use newly learnt vocabulary in different contexts</p> <p>To ask questions to find out more and check understanding</p> <p>To articulate ideas and thoughts in full sentences</p> <p>To engage in non-fiction texts and begin to develop new knowledge</p>	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.

Literacy	<p>To begin to read individual letters by saying the sounds for them</p> <p>To begin to blend sounds into words, reading short words made up of known letter-sound correspondence</p> <p>To begin to form lower-case and capital letters correctly</p>	<p>To read individual letters by saying the sounds for them</p> <p>To continue to blend sounds into words, reading short words made up of known letter-sound correspondence</p> <p>To begin to read common exception words matched to school's phonics programme</p> <p>To form lower-case and capital letters correctly</p> <p>To begin to spell words by identifying the sounds and then writing the sound with letter(s)</p>	<p>To begin to read some letter groups that each represent one sound and say sounds for them</p> <p>To begin to read books to build up confidence in word reading</p> <p>To read common exception words matched to school's phonics programme</p> <p>To form lower-case and capital letters correctly</p> <p>To spell words by identifying the sounds and then writing the sound with letter(s)</p>	<p>To read some letter groups that each represent one sound and say sounds for them</p> <p>To read books to build up confidence in word reading, improving fluency, understanding and enjoyment</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondence</p> <p>To begin to write short sentences with words with known sound-letter correspondence</p>	<p>To read some letter groups that each represent one sound and say sounds for them</p> <p>To read books to build up confidence in word reading, improving fluency, understanding and enjoyment</p> <p>To write short sentences with words with known sound-letter correspondence</p> <p>To re-read what is written to check that it makes sense</p>	Comprehension <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others
-----------------	--	---	--	--	--	--



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Learning Journeys	Ourselves 'all about me'	Light & Dark Festivals & Celebrations	Amazing Animals – Under the Sea	Heroes & Superheroes	Once upon a time	Growth
Maths	<p>To begin to count objects, actions and sounds</p> <p>To begin to subitise up to 3 objects e.g dice</p> <p>To begin to link the numeral with its cardinal number value</p> <p>To begin to explore the composition of numbers to 5</p> <p>To begin to explore shape and patterns in the environment</p>	<p>To begin to compare numbers</p> <p>To begin to understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>To link the numeral with its cardinal number value</p> <p>To begin to explore the composition of numbers to 10</p> <p>To continue, copy and create repeating patterns</p>	<p>To begin to count beyond 10</p> <p>To subitise using early addition</p> <p>To explore the composition of numbers to 10 to continue, copy and create repeating patterns to begin to compare length, weight and capacity</p>	<p>To count beyond 10</p> <p>To begin to recall number bonds for numbers 0-10</p> <p>To explore the composition of numbers to 10</p> <p>To begin to select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>To compare length, weight and capacity</p>	<p>To reliably count beyond 10</p> <p>To compare numbers</p> <p>To recall number bonds for numbers 0-10</p> <p>To select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>	<p>ELG: Number</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns –</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Learning Journeys	Ourselves 'all about me'	Light & Dark Festivals & Celebrations	Amazing Animals – Under the Sea	Heroes & Superheroes	Once upon a time	Growth
Understanding the world	<p>To begin to talk about members of our immediate families and local community</p> <p>To name and begin to describe people who are familiar to us</p> <p>To begin to compare and contrast characters from stories</p> <p>To begin to explore the natural world around us</p> <p>To begin to understand the effect of changing seasons</p>	<p>To talk about members of our immediate families and local community</p> <p>To begin to recognise that people have different beliefs and celebrate special times in different ways</p> <p>To compare and contrast characters from stories including those from the past</p> <p>To begin to describe what we see, hear and feel whilst outside</p>	<p>To recognise that people have different beliefs and celebrate special times in different ways</p> <p>To begin to comment on images of familiar situations in the past</p> <p>To begin to draw information from a simple map</p> <p>To begin to understand that some places are special to members of the community</p> <p>To begin to recognise some environments that are different to where we live</p> <p>To explore the natural world and describe what we see, hear and feel whilst outside</p>	<p>To comment on images of familiar situations in the past</p> <p>To draw information from a simple map</p> <p>To understand that some places are special to members of the community</p> <p>To begin to recognise some environments that are different to where we live</p> <p>To explore the natural world and describe what we see, hear and feel whilst outside</p>	<p>To talk confidently about members of our immediate families and communities</p> <p>To recognise some similarities and differences between life in this country and life in other countries</p> <p>To understand the effect of changing seasons on the natural world</p> <p>To explore the natural world and describe what we see, hear and feel whilst outside</p>	<p>Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Learning Journeys	Ourselves 'all about me'	Light & Dark Festivals & Celebrations	 Amazing Animals Under the Sea	Heroes & Superheroes	Once upon a time	Growth
Expressive Art & Design	<p>To begin to explore a variety of artistic effects to express ideas</p> <p>To begin to create collaboratively, sharing ideas, resources and skills</p> <p>To begin to move to and talk about music</p> <p>To begin to sing in a group or alone</p> <p>To begin to develop storylines in play</p>	<p>To begin to listen attentively, move to and talk about music, expressing feelings</p> <p>To begin to match the pitch and follow a melody when singing in a group or alone</p> <p>To begin to watch and talk about dance and performance art, expressing feelings</p> <p>To return to and build on learning and refining ideas</p> <p>To explore and engage in music making and dance, performing solo or in a group</p>	<p>To explore, use and refine a variety of artistic effects to express ideas and feelings</p> <p>To increasingly match the pitch and follow a melody when singing in a group or alone</p> <p>To watch and talk about dance and performance art, expressing feelings and responses</p> <p>To develop storylines in play</p> <p>To explore and engage in music making and dance, performing solo or in a group</p>	<p>To create collaboratively, sharing ideas, resources and skills</p> <p>To listen attentively, move to and talk about music, expressing feelings and responses</p> <p>To increasingly match the pitch and follow a melody when singing in a group or alone</p> <p>To develop storylines in play</p> <p>To explore and engage in music making and dance, performing solo or in a group</p>	<p>To explore, use and refine a variety of artistic effects to express ideas and feelings</p> <p>To return to and build on previous learning, refining ideas and developing the ability to represent them</p> <p>To listen attentively, move to and talk about music, expressing feelings and responses</p> <p>To watch and talk about dance and performance art, expressing feelings and responses</p> <p>To develop storylines in play</p>	<p>Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with
RE SACRE Scheme of work	<p>Focus: Me & my world Who am I? Who are the members of my immediate family? What different beliefs and values do other people have? What we hear see and feel when outside?</p> <p>Celebrations: Rosh Hashanah</p>	<p>Focus: The story of Rama and Sita What is the difference between good and evil? What religion does the story originate from? What is Diwali?</p> <p>Focus: The Christmas Story Why do Christians celebrate Christmas? Where do Christians go on Sunday to worship their God? Where was Jesus born? What is the official religion of England?</p> <p>Celebrations: Christmas, Diwali, Hanukkah</p>	<p>Focus: Myself and others? How am I important to others? What are similarities and differences? How do my beliefs and values begin? What makes people special?</p> <p>Celebrations: Holi, Chinese New Year, Buddhist New Year</p>	<p>Focus: Ramadan Who celebrates Ramadan? What are Muslims required to do during Ramadan? Why is Ramadan an important time for Muslims?</p> <p>Focus: The Easter Story Why do Christians celebrate Easter? What do Christians do during Easter?</p> <p>Celebrations: Easter, Ramadan</p>	<p>Focus: Religion What is religion? Why are we religious? What is a community? What religious buildings are there? (Circle time/ Pupil voice)</p> <p>Celebrations: Asalha Puja, Obon</p>	<p>Focus: The Celebration of Eid</p> <p>What does 'Eid al-Fitr' mean? What activities do Muslims take part in during Eid al-Fitr? What do Muslim families do after sunset?</p> <p>Celebrations: Eid</p>