



Lawn Primary and Nursery School **Reception** Curriculum Overview 2025 -26

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and Nursery School


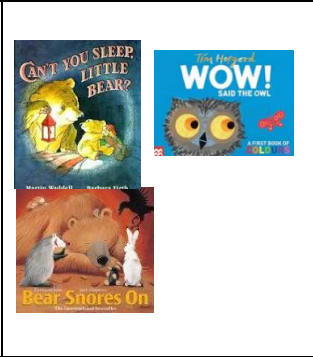

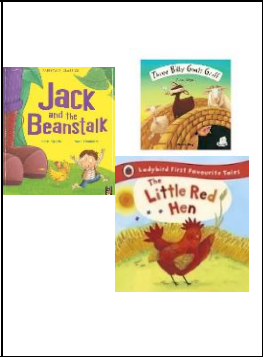

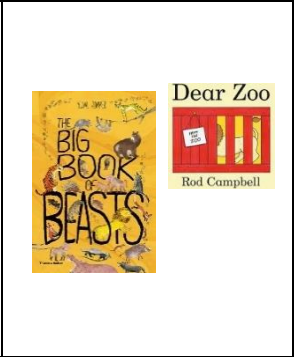


FRAMEWORK OF THE INTENDED TEACHING/LEARNING PROGRAMME – YEAR GROUP R 2025– 2026

Phase 1 Intent:

We have designed our curriculum to be exciting, engaging and motivational in order to promote deeper levels of thinking and learning, but also with the particular strengths and needs of the children at Lawn. We are committed to holistic learning to enable children to have the opportunity to develop in all areas. Children will have the chance to be creative, physically active and academically challenged. All aspects of our curriculum require EYFS practitioners to be flexible and to take account of our children’s interests, alongside the explicit teaching of ‘concepts’ and our curricular goals. Our curriculum is based upon a ‘progress model; when we are building on children’s interests, we are planning to broaden or deepen those interests. For example, our cycle of ‘quality texts’ begins with very simple, repetitive texts, which over time, children progress onto texts with more complex vocabulary and concepts.

SUBJECT	TERM 1 7 ½ weeks	TERM 2 7 weeks	TERM 3 6 weeks	TERM 4 5 weeks	TERM 5 5 weeks	TERM 6 8 weeks
Taught vocabulary	Family, carer, siblings, job, community, firefighter, street, map, local, near, route, Autumn, branch, House, flat, bungalow, road, street, park, shop, home, school, roof, door, window	Shadow, torch, light, dark, night, day, sun, moon, star, artificial, natural, bright, dull, winter, cold, frost, ice, wind, cloudy, bare, evergreen, shorter days, longer nights, Hibernate, den, burrow, Advent	Wheels, engine, passenger, driver, track, traffic, petrol/ fuel, flight, wings, runway, pilot, float, sink, submarine, canoe, anchor, oar, propellor, harbour/ port, coast, rescue, route, conductor, mechanic, compass, invention,	Hen, Wheat, See, Plant, Grow/Growing, Harvest, Mill, Climb / Climbing, Castle, Giant, Poor, Sell / Selling, River, Bridge, Troll, Cross / Crossing, Trip / Trip-trap (sound of the goats’ feet), Big / Bigger / Biggest, Goat, Grass, Troll, Hide / Hiding, Walk / Walking	grow, change, big, small, plant, seed, baby, water, sun, help egg, caterpillar, chrysalis, butterfly, hungry, eat, change, grow, fly seed, root, stem, leaf, flower, grow, water, sun, soil, plant autumn, winter, spring, cold, warm, leaves, bare, buds, weather, day, night Easter, story, new life, hope, egg, chick, spring, grow, flower, kind	fox, badger, hedgehog, owl, nest, forest, woodland, Arctic, Antarctica, globe, ice, snow, freezing, cold snow, ice, blizzard, slippery, dark, freezing, cold air polar bear, penguin, blubber, fur, feathers, warm, huddle Africa, Kenya, savannah, village, sun, hot, dry, grassland rainforest, jungle, Brazil, Amazon, wet, trees, green, river desert, dry, sand, hot, Egypt, Saudi Arabia, sun, dunes
Themes	Me in my World	Colour, Light and Sound	On The Move	Tell me a Story	Let’s get Growing	Where in the World?

<p>Suggested texts</p>						
<p>Sub-themes</p>	<p>Making sense of our own life and families, jobs and the community, where we are- maps</p>	<p>Shadows, light and dark, natural and artificial light Why is Christmas a special time of year for Christians</p>	<p>Land vehicles, air vehicles and sea vehicles, comparing past and present transport, water safety</p>	<p>Observations of seeds growing, plants, growing plants</p>	<p>Life cycle of a caterpillar, how plants and people grow, what living things need, Spring to Summer</p>	<p>looking after the environment</p>
<p>Schema links</p>	<p>Transporting: Role-play firefighters to develop narrative skills while transporting equipment.</p> <p>Positioning: Arranging photos or objects in lines or rows. Creating family trees, home maps, and number lines</p> <p>Enveloping (using puppets or dolls with clothes/homes)</p>	<p>Enveloping: clay</p> <p>Enveloping: Hibernating animals in dens, wrapping up warm</p> <p>Transporting: Moving items or carrying things, Collecting leaves, nuts, torches,</p> <p>Trajectory: Throwing, dropping, moving objects in lines, Firework play, torch beams, puppet shadows</p> <p>Rotation : Spinning, twirling, Fireworks, Catherine wheels, turning clocks</p>	<p>Transporting: Exploring forces using ramps and cars/planes.</p> <p>Rotation: Explore wheels on cars, trains, and bicycles; Make simple spinners or pinwheels related to wind and movement.</p> <p>Trajectory: Use cars and vehicles on ramps of different heights. Create boat races on water trays using wind (straws or fans).</p>	<p>Enclosing: Use story trays with characters in enclosures (Billy Goats Gruff, Jack and the Beanstalk).</p> <p>Rotation: Exploring windmills</p> <p>Transporting: moving objects across a bridge</p> <p>Transforming: dough turning into bread Beans growing into beanstalk</p>	<p>Trajectory: watching plants grow taller</p> <p>Rotation: exploring life cycle wheels</p> <p>Enclosure: planting seeds, building nests or homes</p> <p>Positioning: ordering stages of life cycles</p>	<p>Enveloping: Creating books with flaps, envelopes with secret messages</p> <p>Enclosure/Container Schema: creating environments</p> <p>Positioning: Placing animals, landmarks, or features carefully on a world map</p> <p>Orientation: exploring maps</p>
<p>Communication and Language</p>	<p>Interview a visitor (e.g. headteacher or local firefighter)</p>	<p>Speaking about different traditions; retell familiar stories</p>	<p>Match sounds to pictures (e.g. train, plane, boat, siren); recounting journeys</p>	<p>Retelling familiar stories in our own words</p>	<p>Speaking about growth and changes</p>	<p>Asking and answering questions Asking and answering questions: "Where is that place?" / "What do people eat there?" / "How is it different to where we live?"</p>

<p>Literacy, comprehension, word reading, writing</p>	<p>"All About Me" mini-books – name writing, drawings, favourite things.</p> <p>Label parts of a fire engine/tools/equipment</p> <p>Drawing club</p>	<p>Labelling pictures about Guy Fawkes,</p> <p>Annotated posters about firework safety</p> <p>Writing Christmas cards</p> <p>Make a class book, saying who they live with</p> <p>Drawing club</p>	<p>Drawing Club</p> <p>Labelling past/ present vehicles</p> <p>Labelling parts of a plane/ boats</p>	<p>Drawing Club</p> <p>create and Label parts of the story map</p> <p>children write simple captions or sentences</p>	<p>Drawing Club</p> <p>Label plant pictures</p> <p>How to care for a plant poster</p> <p>Growing book</p> <p>Label butterfly lifecycle</p>	<p>Drawing Club</p> <p>Postcards from each country</p> <p>Weather diary or daily symbol chart</p> <p>Labelling UK features: house, school, rain, trees</p> <p>Drawing and labelling animals from UK and wider world</p>
	<p>Read, Write Inc Phonics</p>					
<p>Mathematics (White Rose)</p>	<p>Phase 1: Just like Me!</p> <p>Matching, sorting and comparing</p> <p>Comparing size, mass and capacity</p> <p>Repeating patterns</p>	<p>Phase 2: It's me 123!</p> <p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Circles and triangles</p> <p>Positional language</p> <p>Phase 3: Light and Dark</p> <p>Numbers to 5</p> <p>One more, one less</p> <p>Shapes</p> <p>Measure</p>	<p>Phase 4: Alive in 5!</p> <p>Introducing 0</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Phase 5: Growing 6,7,8</p> <p>6,7,8</p> <p>Making Pairs</p> <p>Combining 2 groups</p> <p>Length and Height</p>	<p>Phase 5: Growing 6,7,8</p> <p>Time</p> <p>Phase 6: Building 9 & 10</p> <p>9 & 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D shape</p> <p>Pattern</p>	<p>Phase 7: To 20 & beyond</p> <p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning</p> <p>Phase 8: first, then & now</p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning</p>	<p>Phase 9: Find my Pattern</p> <p>Doubling</p> <p>Sharing & grouping</p> <p>Even & odd</p> <p>Spatial reasoning</p> <p>Phase 10: On the Move</p> <p>Deepening understanding</p> <p>Patterns & relationships</p> <p>Spatial reasoning</p>

<p>Understanding the World</p>	<p>Talk about members of their immediate family and community. -Name and describe people who are familiar to them.</p> <p>- Describe their family using photographs to help them. - Talk about how their family are same and different.</p> <p>- Local area maps (draw information from a simple map) - Explore the natural world around us (welly walk)- Autumn</p>	<p>Making shadows with puppets hunt for artificial light -Explore the natural world around us (welly walk)- Autumn into winter (shorter days and changes in light)</p> <p>Bonfire night- Guy Fawkes</p> <p>Animals hibernating</p> <p>Why is it a special time of year for Christians?</p>	<p>Look into the history of travel (plane, trains, bikes, air balloons, boats)</p> <p>Look at historical figure Emilia Earhart-look at world flight map</p> <p>Learn about the Wright Brothers</p> <p>Montgolfier brothers (first hot air balloon ride)</p> <p>Maps- looking at places we can fly to (draw a plane path)</p>	<p>Comparing changes of making bread now and then (milling)</p> <p>Comparing story characters from the past to today</p> <p>Comparing and sorting natural and manmade features around us</p> <p>Learning about Easter</p>	<p>Observations of plants (growing book)</p> <p>Children to identify different plants e.g. trees, bushes, flowers, vegetables, herbs) and minibeasts they find</p> <p>map to the woods</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Comparing environments different to our own</p> <p>Use relevant, specific vocabulary to describe contrasting locations</p> <p>Looking at how animals are best suited to specific environments</p>
<p>computing</p>	<p>Computing: "sound walk" using iPads</p>	<p>Computing: Create Digital Shadows: Use tablet cameras and a blank wall to make shadow puppets. Children can record short clips or take still photos of shadow scenes.</p>	<p>Computing: Internet safety day</p> <p>Beebots- navigate around obstacles and maps</p>	<p>Computing: use a beebot to navigate around a story map</p>	<p>Computing: Use Scribloo to create a picture of a plant</p>	<p>Internet safety Kiddle</p>
<p>Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully (lining up, lunchtimes, personal hygiene)</p> <p>Develop fine motor skills- use a dominant hand and begin to hold a pencil to form letters. Begin to use scissors Explore using one handed tools such as tweezers/tongs/pegs etc</p>	<p>Revise and refine the fundamental skills from nursery (rolling, crawling, walking, jumping, skipping)</p> <p>Continue to develop fine motor skills- use a dominant hand and hold a pencil more confidently to form letters. Begin to use anti clockwise movements continue to use scissors Continue to explore using one handed tools such as tweezers/tongs/pegs etc</p>	<p>Combine different movements with ease and fluency</p> <p>Confidently use a range of apparatus indoors and outdoors in a group</p>	<p>Know and Talk about the different factors That support overall health (regular exercise, eating healthily, toothbrushing)</p>	<p>Develop the fundamental skills (throwing, catching, batting, aiming)</p> <p>Develop the foundations of a handwriting style which is accurate.</p>	<p>Revise and refine the fundamental skills from (throwing, catching, batting, aiming)</p>
	<p>Dance</p>	<p>Gym</p>	<p>Gym</p>	<p>Target Games</p>	<p>Games</p>	<p>Athletics/ Sports Day</p>

<p>Expressive Arts and Design</p>	<p>Colour exploration/ mixing Explore colour and colour mixing</p> <p>Create Autumn collage, inspired by Andy Goldsworthy</p> <p>Develop storylines in their pretend play.</p> <p>Create apple crumble</p>	<p>Perform a range of songs to an audience</p> <p>Form: 3d work with clay pumpkin tea light holders and decorate using colour mixing skills (primary colours).</p> <p>Design and create a firework shaker</p> <p>Design and create a</p>	<p>Return to previous ideas and learning, developing ability to represent them</p> <p>Modelling: range of modelling resources (papier mache hot air balloons)</p> <p>Build large scale vehicles using construction materials</p>	<p>Listen attentively, move to and talk about music, expressing their feelings</p> <p>Mixed media: explore different textures (grain to bread collage) Children create their own castle in the clouds using cotton wool, cardboard, shiny paper and glitter for magic.</p> <p>Build large scale bridges using construction materials</p> <p>Bake bread</p>	<p>Create collaboratively sharing ideas, resources and skills</p> <p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>Observe and talk about dance and performance art, expressing their feelings</p> <p>Form (3D work, boxes, junk modelling to create different landscapes)</p>
<p>PSED & JIGSAW PPA</p>	<p>Being Me in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
<p>Enrichment Opportunities</p>	<p>Making apple crumble-picking apples from the field</p> <p>Headteacher talk Fire engine talk Doctor talk? Visit to the shop?</p>	<p>World Nursery Rhyme Week</p> <p>Nativity</p> <p>Autumn welly walk</p>	<p>Big School's Bird Watch</p> <p>National Storytelling Week</p> <p>Pancake Day</p> <p>Valentine's Day</p> <p>STEAM visit- past and present transport</p>	<p>Spring Walk</p> <p>Easter Bonnet parade</p>	<p>Growing plants and butterflies</p>	<p>National Ocean's Day Father's Day Cotswold Wildlife Park Visit Lawn woods</p>