



Lawn Primary
and Nursery School

Lawn Primary and Nursery School **Reception** Curriculum Overview 2026 -27

In the EYFS, planning will be adjusted according to the interests and needs of the children.

Throughout all learning, we will ensure activities and interactions support the

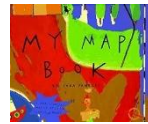
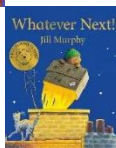
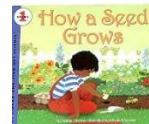
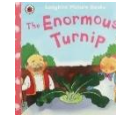
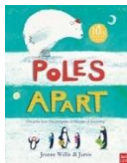
Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

**Excellence
Resilience
Confidence
Respect**

SUBJECT	TERM 1 7 weeks	TERM 2 7 weeks	TERM 3 6 weeks	TERM 4 4 weeks 3 days	TERM 5 6 weeks	TERM 6 8 weeks
Possible Themes	Me in my World How am I special? Who is a real life superhero? 	Colour, Light and Sound How do people celebrate special times? 	Journeys What is a journey? 	Growing How do living things grow and change? 	Tell me a Story What can stories teach us? 	Our Wonderful World How is our world different? 
Core texts	 	  	  	  	   	 

Sub-themes These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines My family/My pets Jobs and the community Emergency Services Health Care Workers School Staff Hospitality Workers Where we are- maps Being kind Autumn Celebrating Difference What makes me special	Shadows, light and dark, Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Overcoming challenges Resilience. Perseverance Following routes and directions Maps and finding our way Journeys around school and beyond Signs of spring Habitats and living things Travel past and present How journeys have changed over time Exploring the natural world Animal journeys and migration	Lifecycles of plants Lifecycle of a butterfly minibeasts Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Night and day animals	Traditional Tales Fairy Tales Helping Others Fairness Being Brave Making Good Choices Feelings and Emotions Story Maps Castles and Forests Stories from Long Ago Stories Around the World Retelling and Creating Stories	Different environments in the world (deserts, jungles, oceans, cities, polar regions) Similarities and differences between life in the UK and other countries How people live, travel, eat, dress, and play around the world Respectful understanding of diversity (avoiding stereotypes)
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Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship	Recognise that we are an important person in our class. Be a good friend to others and know what that means and involves. Manage own needs e.g. fastening coat, putting on shoes. Develop confidence to try new activities and show independence. (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) Become independent when managing our own personal hygiene including going to the toilet and washing our hands	Recognise that we are an important person in our class and school. Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands	Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs.	Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe) Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally Continue to see self as a valuable individual.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
JIGSAW	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Communication and Language Listening, attention and understanding Speaking	We will be learning to... Understand how to listen carefully and why listening is important. Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) Say “Good morning”, and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?	We will be learning to... Connect one idea to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	We will be learning to... 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 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	We will be learning to... Engage in non-fiction books about growing, learning and using new vocabulary from them. Begin to understand humour e.g. nonsense rhymes / jokes Describe events in some detail. (linked to books eg life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.) Develop and use social phrases with confidence (e.g let's play this together.)	We will be learning to... Use new vocabulary in different activities and areas of learning. Engage in non-fiction books about ‘bread’, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	We will be learning to... Engage in non-fiction books about different environments, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express 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.
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Physical Development Gross Motor Skills Fine Motor Skills	We will be learning to... Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Consolidate tripod grip.	We will be learning to... Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions. Revise and refine the fundamental skills from nursery (rolling, crawling, walking, jumping, skipping) Developing ability to control a ball without using hands. Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	We will be learning to... Continue to refine the fundamental movement skills they have already acquired Combine different movements with ease and fluency Develop overall body-strength, balance, co-ordination and agility. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	We will be learning to... Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Confidently use a range of apparatus indoors and outdoors in a group	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area. Develop the fundamental skills (throwing, catching, batting, aiming)	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
	PE Passport Dance	Gym	Gym (apparatus)	Target Games	Games/ Sports Day	Athletics/ Sports Day
	Throughout the year we will... Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					
Diversity Texts To be read throughout the year during story time session	BAME The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	Cultural Diversity Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?	Neurodiversity Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?	Physical Disabilities Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Different families Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies	

Literacy	Drawing Club The Invisible String Here We Are Additional Texts: All are welcome The invisible string I love me Super Duper You Our skin Lulu's First Day Elmer The Great Big Book of Families	Drawing Club Little Glow Leaf Man The Jolly Christmas Postman Additional Texts: Hello autumn/winter Can't you sleep little bear Bear snores on When's my birthday Bonfire Night Hanukkah Rama and Sita Meet the weather The Nativity	Drawing Club We're Going on a Bear Hunt My Map Book	Drawing Club The Very Hungry Caterpillar Tiny Seed 5 little butterflies Mary, Mary, Quite Contrary	Drawing Club Little Red From Wheat to Bread The Little Red Hen Hey Diddle Diddle Little Miss Muffet Humpty Dumpty	Drawing Club The Gingerbread Man Poles Apart The Way Back Home
	We will be learning to... <u>Comprehension</u> Children will independently look at a book, hold it the correct way and turn pages. <u>Word Reading</u> Children will segment and blend sounds together to read words. <u>Writing</u> Children will give meanings to the marks they make.	We will be learning to... <u>Comprehension</u> Children will engage and enjoy an increasing range of books. <u>Word Reading</u> Children will begin to read captions and sentences. <u>Writing</u> Children will form letters correctly	We will be learning to... <u>Comprehension</u> Children will act out stories using recently introduced vocabulary. <u>Word Reading</u> Children will recognise taught digraphs in words and blend the sounds together. <u>Writing</u> Children will write words representing the sounds with a letter/letters	We will be learning to... <u>Comprehension</u> Children will be able to talk about the characters in the books they are reading. <u>Word Reading</u> Children will read words containing tricky words and digraphs <u>Writing</u> Children will write labels/phrases representing the sounds with a letter/letters	We will be learning to... <u>Comprehension</u> Children will retell a story using vocabulary influenced by their book. <u>Word Reading</u> Children will read longer sentences containing phase 4 words and tricky words. <u>Writing</u> Children will write words which are spelt phonetically	We will be learning to... <u>Comprehension</u> Children will be able to answer questions about what they have read. <u>Word Reading</u> Children will read books matched to their phonics ability. <u>Writing</u> Children will write simple phrases and sentences using recognisable letters and sounds.

Phonics RWI scheme	Consolidate Phase 1 Phonics taught in class: (starts week 3) Week 3: m a s d t Week 4: i n p g o Week 5: c k u b f Week 6: e l h r j Week 7: v y w z x Week 8: Assessments consolidate	Children are placed into ability groups and follow the RWI scheme				
Mathematics (NCETM and White Rose)	We will be learning ... Subitising Subitising to 3 Counting 1:1 correspondence Cardinality Counting in sequence Composition Composition of 3 and 4. All numbers can be made of ones. Subitising to 4. Perceptual and conceptual. Making 4 Talk about measure and patterns.	We will be learning... Language focus attributes Counting to 5. Representing 5 as 5 fingers on one hand. Shape Circles and triangles. Comparison Matching when groups are equal Composition The concept of a 'whole'. Shapes with 4 sides.	We will be learning... Composition Composition of the number 5. Counting Counting beyond 5 Mass and capacity Heavier and lighter Subitising Connecting quantities groups of objects. Ordinality Ordering numbers to 5 focus on each one being one more than the last. Length and height Longer Shorter Taller Smaller Ordering heights and lengths	We will be learning... Time Days of the week. Months of the year. Ordering events. Composition Composition of the number 5. Identify missing parts. Composition 5 and a bit Dice frames and fingers Comparison Equal and unequal groups. 3D shapes	We will be learning to Counting Connect through counting. Correcting cardinality through the staircase method. Counting Count larger amounts 10-30. Subitising Structured arrangements 10 frames and fingers Composition Doubles up to 10 Small quantities and introduce the rekenrek Counting Strategies for counting and recognising patterns.	We will be learning to... Comparison Comparing based on magnitude. Pattern in number Parts and whole. 5 as a key number when looking at more than/less than to 10 Recall of facts Recall facts within 3,4,5 and 10. Double facts up to double 5. Missing parts within 5. Visualise, build and map. Make connections.

Understanding the World Past and Present People, Culture and Communities Natural World	We are learning to...	We are learning to...	We are learning to...	We are learning to...	We are learning to...	We are learning to...
	Talk about ourselves and what makes us special.	Talk about celebrations and traditions that are important to us and others.	Talk about journeys and how people travel.	Observe and talk about changes in living things over time.	Talk about why it is important to help others and work together.	Explore and compare different environments around the world.
	Talk about our family, friends and special people.	Recognise that people celebrate in different ways.	Explore and compare different environments.	Explore the lifecycle of a butterfly.	Explore where food comes from and how it gets from farm to table.	Describe what we see, hear and feel in the natural world.
	Recognise that families can be similar and different.	Learn about special events including Bonfire Night, Remembrance Day, Diwali and Christmas.	Use simple maps to find places and follow routes.	Find out what plants need to grow and stay healthy.	Compare farming and daily life in the past and present.	Recognise similarities and differences between life in this country and other countries.
	Describe how we have changed over time.	Compare aspects of life in the past with life today.	Create our own maps and use positional language.	Observe and describe plant growth.	Talk about fairness, choices and consequences.	Explore how animals, plants and people live in different environments.
	Use vocabulary to talk about the past and present.	Talk about people, events and traditions from the past.	Talk about how transport has changed over time.	Explore the natural world through first-hand experiences.	Explore traditional tales and stories from the past.	Talk about homes, food, clothing and daily life around the world.
	Learn about people who help us at home, in school and in the community.	Explore seasonal changes as Autumn turns to Winter.	Observe seasonal changes in Winter.	Talk about similarities and differences between living things.	Compare homes, settings and lifestyles in different stories.	Use observations and experiences to compare places and environments.
	Recognise important places in our school and local area.	Observe and describe changes in weather and the natural world.	Explore how animals adapt to seasonal change, including migration.	Use simple technology to record observations and changes.	Use maps and routes to explore story settings.	Explore the natural world through first-hand experiences and investigations.
	Explore maps, photographs and familiar routes.	Learn about how animals adapt to seasonal change, including hibernation.	Describe what we see, hear and feel in the natural world.	Describe what we see, hear and notice in the natural world.	Talk about bravery, kindness and helping others.	Use simple technology to record and share our learning.
	Understand that we live in England, which is part of the wider world.	Explore light, dark, shadows and sources of light.	Learn and use new vocabulary linked to journeys, maps and the environment.	Talk about growth, change and lifecycles using new vocabulary.	Compare characters and their experiences.	Reflect on our experiences and how we have changed and grown.
	Observe and talk about seasonal changes in Autumn.	Talk about belonging to our class and wider community.		Learn and use new vocabulary linked to plants, animals and growth.	Learn and use new vocabulary linked to traditional tales, farming and the past.	Learn and use new vocabulary linked to environments, cultures and the wider world.
	Explore the natural world using our senses.					
	Learn and use new vocabulary linked to people, places and seasonal change.	Recognise similarities and differences between our experiences and those of others.				

		Learn and use new vocabulary linked to celebrations, seasons and change.				
Expressive Arts and Design Creating with materials Being Imaginative	We are learning to... Explore a range of drawing materials including wax crayons, chalk, felt tips and pencils. Make lines, circles and shapes using large and small movements. Talk about our drawings and explain what they represent. Draw people with increasing detail, including facial features. Choose colours purposefully to represent ourselves and others. Develop confidence in representing people, places and familiar objects through drawing	We will be learning to... Explore paint using hands, brushes and different tools. Recognise and name the three primary colours. Mix primary colours to make secondary colours. Explore how different paints and surfaces create different effects. Compare poster paint and powder paint. Create lighter and darker shades by adding white and black. Use colour purposefully to represent ideas, celebrations and stories.	We will be learning to... Develop scissor control when cutting lines and simple shapes. Thread a range of materials with increasing accuracy. Join materials using glue, tape and simple fastenings. Explore folding, scrunching and layering materials. Combine cutting, joining and threading skills to create models. Plan, make and improve simple constructions using a range of materials.	We will be learning to... Explore printing using a range of natural and everyday objects. Create repeating patterns using simple printing blocks. Build pictures by layering printed shapes and textures. Experiment with colour and overlapping prints to create different effects. Combine printing with drawing to communicate ideas. Select and use printing techniques independently to create a final piece of artwork. Talk about and evaluate our finished artwork.	We will be learning to... Explore clay by rolling, squeezing, pinching and shaping. Join clay pieces using pressing and smoothing techniques. Represent natural objects through simple sculpture. Observe plants and natural materials carefully before creating artwork. Plan and create simple sculptures from our own ideas. Work collaboratively to create larger sculptures. Refine and improve clay artwork by adding colour and detail.	We will be learning to... Use watercolour paints, brushes and water carefully. Create light and dark washes by changing the amount of water used. Blend colours to create different effects. Explore wet-on-wet and layering techniques. Add detail using controlled brushstrokes. Paint from observation using carefully chosen colours. Select and combine watercolour techniques independently to create a final landscape. Reflect on and evaluate our artwork.
Music: Charanga	Chant to the Animals	Creative Moves	Lilting Lullaby	Number Time	Wellbeing Matters	Rhythm Adventure

British Values Where this might be seen in EYFS:	<u>Mutual respect</u> Sharing outside area; School rules; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values;	<u>Mutual Tolerance</u> In addition to previous: Anti-bullying week; Celebrations from all cultures; Children in Need;	<u>Rule of law</u> In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	<u>Individual liberty</u> In addition to previous: Exploring our differences; How we are all unique;	<u>Democracy</u> In addition to previous: speaking and listening at circle times; developing social skills;	<u>British Values</u> In addition to previous: Our World- RE topic;
Enrichment Opportunities	School tour Harvest Making apple crumble-picking apples from the field Headteacher talk Fire engine talk Doctor talk? Visit to the shop? Baby photo gallery ("Guess Who?") Grandparents afternoon (around Grandparents' Day) Community helper visits (PCSO, librarian, crossing patrol) Walk to post a class letter	World Nursery Rhyme Week Tree dressing ceremony Nativity Autumn welly walk Diwali clay diva lamps Lantern walk Christmas decoration workshop with families Christmas baking day Nursery rhyme performance assembly Christmas card delivery around school Light and dark afternoon	Big School's Bird Watch Fairytale day Lunar New Year Valentines day National Storytelling Week Valentine's Day Treasure hunt using simple maps Local bus journey Airport role play week Teddy Bear Adventure Day Giant playground map-making Journey trail around school	Pancake Day World book day Mothers day Growing plants and butterflies Sunflower competition Family planter project Bee visitor/beekeeper talk Wildflower planting Sensory herb garden Weekly photography club (growth journals) Butterfly release celebration Grow-and-taste session	Spring Walk Bread-making Outdoor firepit bread baking Fairytale ball Castle role-play day Traditional Tales dress-up day Storytelling by grandparents	Sports Day Father's Day Cotswold Wildlife Park Visit Lawn woods Mini-beast safari Forest school day Ice investigation day Desert sensory tray experiences Around the World Food Tasting Day Clothes from different climates investigation Travel Agents role-play week Reception memory movie Story swap with Year 1