

Springfield Primary School Reception Curriculum

Personal, Social and Emotional Development - Key Focus:		
<p>Developing confidence in new environments. Establishing friendships and positive relationships with peers and adults. Introducing the concept of <i>rights</i> (e.g., "Everyone has the right to feel safe and happy at school").</p>	<p>Understanding emotions and self-regulation strategies. Exploring fairness, kindness, and respect for others. Encouraging independence in daily routines.</p>	<p>Learning how to resolve conflicts and cooperate. Understanding rights and responsibilities within the community. Preparing for transition to Year 1 with confidence Transitions and new beginnings.</p>
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Enter the classroom happy and ready to learn. ● Separate from my caregiver into school with ease. ● Begin to organise my own things e.g., put my belongings away, hanging up my coat. ● Share resources with help. ● Tell my teacher what I like and don't like. ● Begin to make new friends, talking to different children during play. ● Ask for help from an adult when I need it if I am upset or frustrated. ● Understand our rules and routines and how we learn in a happy classroom. ● Begin to share ideas with the class when I feel confident to. ● Choose what I want to play with and follow my own learning interests. ● Manage my own personal needs including going to the toilet and washing my hands by myself. ● Begin to be more independent e.g., exploring the environment and selecting resources. ● Dental hygiene- how to take care of our teeth. 	<ul style="list-style-type: none"> ● Deeper understanding of rules and how they keep us safe. ● Tidy away resources when I have finished using them. ● Manage my own feelings and behaviour. ● Remain calm and on task. ● Understand how a healthy diet and exercise are good for our bodies. ● Include others in play, sharing resources, ideas, and roles. ● Describe and understand feelings and emotions. ● Being kind and show appreciation. ● Follow my own learning interests by confidently accessing my own resources I need for learning. ● Be confident to try new activities. ● Maintain concentration until I achieve my learning goal during play. 	<ul style="list-style-type: none"> ● Follow my own learning interests, confidently access my own resources I need for learning and focus on what I would like to achieve. ● Follow instructions involving several ideas or actions. ● Show resilience and perseverance in the face of challenge. ● Play corporately in a small group. ● Show respect for others and value their feelings and ideas. ● Be a good friend to all. ● Begin to resolve disagreements with my friends more independently. ● Describe and understand feelings and emotions. ● I can calm myself down when I am upset, angry or even over excited. <p>Prepare for learning in Year 1</p>
Rights Respecting Links:		
<p>Article 12: Every child has the right to have their voice heard. Article 31: Every child has the right to relax and play.</p>	<p>Article 2: All children have the right to be treated equally. Article 19: Every child has the right to be protected from harm.</p>	<p>Article 28: Every child has the right to an education. Article 24: Every child has the right to good health.</p>

Springfield Primary School **Reception** Curriculum

Communication and Language - Key Focus:		
<p>Building listening skills in small groups and whole-class settings. Encouraging confidence in speaking through play-based interactions. Introducing the concept of <i>rights</i> (e.g., "Everyone has the right to be listened to and heard").</p>	<p>Encouraging curiosity and critical thinking through questioning. Supporting children in using descriptive language to express ideas. Developing respect for different opinions and viewpoints</p>	<p>Strengthening conversational skills and respectful communication. Practising sequencing ideas and sharing opinions confidently. Encouraging collaborative storytelling and group discussions.</p>
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Share ideas, needs and thoughts with adults and children in the class clearly so they understand. ● Talk using lots of words during play in different areas of the classroom with other children. ● Begin to use new language introduced by my teacher in the different areas of the classroom. ● Talk lots when playing with my friends. ● Talk about my family and life outside of school. ● Share and talk about my learning with my teacher. ● Join in with my favourite songs and rhymes. ● Understand the routines of the day in school and where things are around the classroom. ● Listen to and follow simple instructions. ● Join in with parts of a story I remember. ● Engage in story times. ● Actively listen to adults when they are speaking. ● Understand how and why questions. 	<ul style="list-style-type: none"> ● Communicate with others in play using lots of words. ● Talk about my learning in detail, using talk to clarify thinking. ● Answer questions with appropriate responses. ● Talk about past events using full sentences. ● Listen to, understand, and follow three-part instructions. ● Talk and share ideas in both small group and larger group situations. ● Actively listen to peers and adults. ● Ask and answer how and why questions. 	<ul style="list-style-type: none"> ● Use talk for describing, reasoning and challenging. ● Ask questions to deepen understanding of new concepts. ● Hold a conversation when engaged in back-and-forth exchanges. ● Talk using correct tenses, making use of conjunctions to build longer sentences. ● Use new vocabulary in context showing understanding. ● Talk about my learning in detail, using talk to clarify thinking. ● Listen to and follow instructions involving several ideas or actions.
Rights Respecting Links:		
<p>Article 12: Every child has the right to express their views. Article 28: Every child has the right to education.</p>	<p>Article 2: All children have the right to be treated equally and fairly. Article 17: Every child has the right to access information.</p>	<p>Article 29: Education must develop every child's ability fully. Article 31: Every child has the right to participate in cultural and artistic activities.</p>

Springfield Primary School Reception Curriculum

Physical Development - Key Focus:		
Building gross motor skills through movement and play. Establishing fine motor control for early writing and self-care. Introducing the concept of <i>rights</i> (e.g., "Everyone has the right to be healthy and active").	Refining fine motor control for more precise movements. Understanding the importance of health, hygiene, and nutrition. Encouraging independence in self-care routines.	Mastering movement control and confidence in physical abilities. Exploring safe risk-taking in play. Preparing for transition to Year 1 with confidence and independence.
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Put my own coat on. ● Take my own coat off and hang it on my peg. ● Put my own jumper/cardigan on and off. ● Begin to put my belongings away and collect them at the end of the day. ● Move around the inside and outside the setting with ease, avoiding obstacles and negotiating space safely. ● Strength development through physical activity to support writing. ● Fine motor skills activities to develop my pincer grip using small loose parts and tools. ● Manage my own personal needs including going to the toilet by myself. ● Using one-handed tools such as scissors. 	<ul style="list-style-type: none"> ● Hand-eye co-ordination development e.g., throwing, catching, striking, controlled movement of the body. ● Pencil control/letter formation. ● Fine motor skills activities e.g., fastening buttons, poppers, manipulation of malleable materials. ● Using tools to cut food. ● Continuation of strength building activities to support writing. 	<ul style="list-style-type: none"> ● Understand different factors that support overall health (diet, hygiene, dental hygiene, exercise, screen time, sleep). ● Hand-eye co-ordination development e.g., throwing, catching, striking, controlled movement of the body. ● Pencil control activities to ensure I have a good pencil grip and my writing can be read by others. ● Letter formation activities to ensure my writing is clear and easy to read. ● Zip fastening. ● Continuation of strength building activities to support writing.
Rights Respecting Links:		
Article 24: Every child has the right to good health. Article 31: Every child has the right to play and rest.	Article 6: Every child has the right to life, survival, and development. Article 19: Every child has the right to be protected from harm.	Article 28: Every child has the right to an education. Article 12: Every child has the right to express their views.

Springfield Primary School Reception Curriculum

Literacy - Key Focus:		
Developing phonemic awareness and early reading skills. Recognising and writing names and key letters. Understanding the <i>right to access books and stories</i> (e.g., "Everyone has the right to learn to read").	Strengthening blending and segmenting skills in reading and writing. Encouraging storytelling and independent mark-making. Understanding different cultures and voices through literacy	Reading and writing independently for purpose. Writing simple sentences and constructing short stories. Preparing for transition to Year 1 with literacy confidence.
Autumn Term	Spring Term	Summer Term
<p>Literacy - Reading/Comprehension</p> <ul style="list-style-type: none"> ● Little Wandle letters and sounds scheme of works. ● Orally retell a familiar story in own words. ● Use and understand new vocabulary. ● Extended conversations about stories, characters, events and setting. ● Name the different parts of a book. <p>Literacy - Writing</p> <ul style="list-style-type: none"> ● Kinetic Letters letter formation. ● Purposeful mark-making. ● Fine motor control. ● Pencil grip. ● Name writing. 	<p>Literacy - Reading/Comprehension</p> <ul style="list-style-type: none"> ● Little Wandle letters and sounds scheme of works, progression through differentiated groups. ● Answer simple 'where' and 'why' questions about a text, developing comprehension skills. ● Orally retell a story using key story telling language. ● Anticipate key events in stories. <p>Literacy - Writing</p> <ul style="list-style-type: none"> ● Kinetic Letters letter formation. ● Write simple phrases independently. ● Begin to use finger spaces and full stops. ● Descriptions, characters, settings. ● Fact writing (non-fiction). ● Lists. 	<p>Literacy - Reading/Comprehension</p> <ul style="list-style-type: none"> ● Little Wandle letters and sounds scheme of works, progression through differentiated groups. ● Answer and ask simple 'how', 'when', and 'why' questions about a text, developing deeper comprehension skills. ● Retell my own story using key story telling language in full sentences. ● Use new vocabulary in the correct context independently during play. <p>Literacy - Writing</p> <ul style="list-style-type: none"> ● Kinetic Letters letter formation development. ● Write simple sentences independently. ● Consistently use capital letters, finger spaces and full stops. ● Writing Instructions. ● Story writing. ● Spell words by identifying sounds in them and representing the sounds with letters.
Rights Respecting Links:		
Article 28: Every child has the right to an education. Article 29: Education must develop every child's ability fully.	Article 17: Every child has the right to access information. Article 12: Every child has the right to express their views.	Article 31: Every child has the right to participate in cultural and artistic activities. Article 2: All children have the right to be treated equally and fairly.

Springfield Primary School **Reception** Curriculum

Numeracy - Key Focus:		
<p>Developing a strong understanding of numbers up to 5 and beyond. Recognising numerals, comparing amounts, and exploring counting strategies.</p> <p>Understanding the right to learn and use mathematics (e.g., "Everyone has the right to access learning that helps them in everyday life").</p>	<p>Strengthening number recognition, ordering, and problem-solving. Introducing early addition and subtraction through play. Understanding shape, space, and measure in everyday contexts.</p>	<p>Mastering mathematical concepts for application in real life situations. Becoming confident using number and numerical patterns to solves mathematical problems.</p> <p>Independently applying addition and subtraction through play and using shape, space, and measure in everyday contexts.</p>
Autumn Term	Spring Term	Summer Term
<p>Maths (White Rose)</p> <ul style="list-style-type: none"> ● Match, sort and compare. ● Count objects to 5. ● Begin to compare size, mass, and capacity. ● Explore simple patterns. ● Number recognition. ● More more/one less. ● Subitizing to 5. ● Composition of numbers to 5 (number bonds). ● 2D shapes. 	<p>Maths (White Rose)</p> <ul style="list-style-type: none"> ● Introducing zero. ● One more/one less. ● Count objects to 10. ● Subitizing to 10. ● Representing numerals (0-10). ● Comparing mass, capacity and finding a balance. ● Recognise numbers to 10. ● Composition of numbers to 10 (number bonds). ● Explore length & height. ● Time and sequencing events. ● 3D shape. 	<p>Maths (White Rose)</p> <ul style="list-style-type: none"> ● Working with numbers beyond 10. ● Verbal counting beyond 20. ● Addition. ● Subtraction. ● 2D and 3D shapes. ● Manipulate shapes (compose and decompose). ● Sharing and grouping. ● Visualise, build, and map. ● Creating patterns and knowing the rules of a pattern.
Rights Respecting Links:		
<p>Article 28: Every child has the right to an education. Article 2: All children have the right to be treated equally and fairly.</p>	<p>Article 28: Right to education. Article 29: Right to develop talents and abilities.</p>	<p>Article 28: Right to education. Article 29: Right to develop talents and abilities.</p>




Springfield Primary School **Reception** Curriculum

Understanding the World - Key Focus:		
Exploring personal history, family, and surroundings.	Understanding diversity, traditions, and global celebrations.	Investigating the natural world, forces, and geography.
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Explore the classroom and outdoor environment. ● Observe changes e.g., how I have changed, seasonal changes. ● Hands-on investigation of natural materials from a range of sources. ● Develop vocabulary to talk about observations. ● Care for the natural environment, including wildlife. ● Become familiar with local geography and talk about familiar places. ● Celebrate festivals e.g., harvest, Diwali, Bonfire night, Christmas, Birthdays. ● People who help us and members of the local community (roles and responsibilities). ● Begin to understand that some events happened in the past, some are current, and some are yet to pass. 	<ul style="list-style-type: none"> ● Seasonal changes (Spring). ● Engage with non-fiction texts. ● Extend vocabulary to describe observations and make predictions. ● Celebrate different festivals e.g., Easter, Chinese New Year, Mother's Day, Valentine's Day, Eid. ● Compare places around the world to where we live. ● Identifying features on a map. ● Compare different people from around the world (looks, dress, language, culture). ● Sequencing thoughts to talk about past events (using the correct tenses). 	<ul style="list-style-type: none"> ● Growing fruits/vegetables and observing how they grow (observational drawing). ● Learn about habitats. ● Care for our environment including plants, animals, and our planet (recycling, bird feeder, bug hotel etc). ● Lifecycles. ● Use subject knowledge to talk about findings and discuss observations, applying reasoning skills. ● Find information from non-fiction texts. ● Compare places around the world to where we live. ● Compare different people from around the world (looks, dress, language & culture). ● Understand changes over time: how I have changed, food decay, seasonal changes.
Rights Respecting Links:		
<p>Article 7: Right to a name and identity.</p> <p>Article 8: Right to preserve identity.</p>	<p>Article 14: Right to freedom of thought, belief, and religion.</p> <p>Article 30: Right to enjoy culture and language.</p>	<p>Article 24: Right to health and a clean environment.</p> <p>Article 29: Right to develop talents and abilities.</p>

Springfield Primary School **Reception** Curriculum

Expressive art and design - Key Focus:		
Developing confidence in artistic and imaginative expression.	Exploring different artistic styles and cultural influences.	Encouraging independent creativity and innovation.
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Performance (solo and in groups). ● Role-play and small world play acting out my own experiences. ● Act out familiar stories using available props. ● Experiment with sounds using musical instruments and how they can be changed. ● Sing nursery rhymes together as a class. ● Make up own songs using familiar tunes. ● Join in with simple movement dances. ● Experiments with a range of artistic media to create meaningful marks. ● Draw/paint representations of people. ● Experiments with colour mixings (names colours). ● Use autumn colours to create a picture. ● Develop ideas and decide which materials to use to express them. ● Join different materials and explore different textures. ● Explore how to combine materials to achieve a desired outcome. ● Experiment with different construction techniques. <p>Christmas/Diwali/Bonfire crafts.</p>	<ul style="list-style-type: none"> ● Use my imagination and new vocabulary to role-play. ● Act out parts of a fairy tale story or traditional tale. ● Select my own resources I need to create my ideas. ● Use a range of materials to construct, develop and enhance small world play. ● Extending narratives during role play and create own props to support play. ● Explore tempo and volume. ● Explore/experience different music from around the world. ● Explore printing techniques. ● Develop my drawing skills so that my pictures represent what I am trying to achieve. ● Paint pictures of animals, mixing colours to create the ones I need. ● Use collage to create a picture. ● Create a model using different construction techniques and resources. ● Talk about my design and creation process. ● Create collaboratively, sharing ideas and skills. ● Apply taught skills to personal design projects. 	<ul style="list-style-type: none"> ● Perform a personal skill to an audience. ● Take on different roles in play/create own narratives. ● Invent, adapt and recount narratives and stories. ● Move to music, following simple dance patterns. ● Tap out beats and move in time to music. ● Match pitch and follow a melody. ● Watch, listen to and talk about performance art, expressing feelings and responses. ● Printing by creating my own printing block. ● Combine media to create artworks with different effects. ● Still life drawing to develop my drawing skills so that my pictures are more recognisable. ● Explore techniques used by different artists and replicate them. ● Junk modelling using recycled materials and different methods of fixing and joining. ● Design, create and modify. ● Safely use and explore a variety of materials, tools and techniques. ● Experiment with colour, design, texture, form and function.
Rights Respecting Links:		
<p>Article 29: Right to develop talents and abilities. Article 31: Right to rest, play, and leisure.</p>	<p>Article 14: Right to freedom of thought, belief, and religion. Article 30: Right to enjoy culture and language.</p>	<p>Article 12: Right to express views and be heard. Article 24: Right to health and wellbeing.</p>

Springfield Primary School **Reception** Curriculum

Characteristics of Effective Learning (embedded across the curriculum)		
Characteristic	Colour code	Description
Playing & exploring		Curiosity, engagement, trying new things
Active learning		Persistence, focus, motivation
Creating & thinking critically		Problem-solving, ideas, reasoning