



Reception Long Term Plan

School Values: Compassion Collaboration Curiosity Creativity



Across the Reception PSED curriculum, adults maintain high, consistent expectations and model inclusive, respectful behaviour, enabling children to act independently and contribute positively to the school community.

Children are supported to manage their own needs, regulate emotions, cooperate with others and understand fairness, responsibility and respect for difference. Safeguarding is embedded through clear teaching of boundaries, consent and help-seeking, ensuring children are confident, resilient and prepared to participate safely and responsibly in society.

Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Conceptual Focus: <i>Big Ideas children are building</i>	Managing Myself Independently	Healthy Habits and Responsibility	Self-Regulation and Resilience	Boundaries, Consent and Fairness	Social Responsibility and Community	Proud of Who I Am and What I've Achieved
Core Knowledge to Secure: <i>what children are coming to understand over time</i>	I can manage my toileting and hygiene independently. Routines support learning and wellbeing.	People's needs can be different (e.g., rest, food, help, quiet). Food, sleep, activity and hygiene affect health. I can make choices that help keep me healthy.	Mistakes help me learn. I can use strategies to help myself feel calm.	Fair does not always mean everyone gets the same. Consent can be given or withdrawn. Everyone deserves to be treated with respect.	My actions affect others. I am part of a community. I can help others and take responsibility in my class and school community.	I can talk about things I am proud of. I can think about what I have learned and what I want to try next.
Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	Managing toileting and handwashing with increased independence. Managing belongings and transitions.	Making healthy choices at snack/lunch. Taking responsibility for self and belongings.	Using regulation strategies with increasing independence. Persevering with tasks that feel difficult.	Clear and respectful communication. Resolving conflict peacefully.	Cooperating in groups. Taking on shared responsibilities.	Talking about achievements. Setting simple goals. Reflect on effort, strategies and learning (e.g., <i>I kept going, I tried again, I asked for help</i>).
Teaching Lens and Levers <i>How adults support children's understanding over time</i>	Explicit teaching, clear and consistent expectations, visual reminders. Support children to manage attention, effort and behaviour so they can stay involved in learning, not just regulate emotions (on-going)	UW links, class discussions, shared class jobs and responsibilities, daily routines.	Problem-solving talk, adult modelling, supported reflection.	Scenario discussion, stories, restorative talk.	Collaborative group work, shared class jobs and responsibilities, UW community links.	Reflection opportunities (talk, drawing, shared writing), celebration events, transition activities.
Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i>	independent, ready, my things, organise	healthy, choice, responsibility, look after	calm, try again, keep going, tricky	fair, respect, stop, ask first	help others, together, responsibility	proud, reflect, achieve, next goal

**** Bolded statements identify foundational knowledge expectations.**

Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction.

Key skills show how children practise managing their emotions, behaviour and relationships in a more independent and structured environment. If these skills are not yet secure, adults slow down, revisit routines and provide targeted support rather than increasing expectations.

Communication and Language

In Reception, children learn that language is a powerful tool for learning. Children use language intentionally to explain, reason, narrate and reflect. Vocabulary development is continuous and deliberate. Adults plan and revisit key vocabulary across all areas of learning, including subject-specific and concept vocabulary that supports reasoning, explanation and discussion. Children are supported to understand new words deeply, use them accurately in different contexts, and apply them independently when explaining their thinking, telling stories and engaging in purposeful talk.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Conceptual Focus: <i>Big Ideas children are building</i>	Listening supports learning.	Vocabulary builds knowledge.	Sentences help me explain ideas clearly.	Talk can narrate and sequence experiences.	Talk helps me reason and persuade.	Language changes depending on audience and purpose.
Core Knowledge to Secure: <i>What children are coming to understand over time</i>	Listening helps me understand instructions and ideas. Attention can improve over time.	New words help me describe things more precisely (what it is like, what changed, what I noticed). Some words group ideas together (e.g., same, different, group, kind). Some ‘thinking words’ work across many topics (e.g., because, before/after, same/different, more/less).	I can join ideas together when I speak. Explanations help others understand my thinking. Using topic words helps explain how and why things happen.	Stories have structure and sequence. Events can be retold clearly.	I can explain my opinions using reasons. Other people may think differently to me. Using precise words helps explain my ideas clearly.	I can use talk to inform, explain or persuade others. Language changes depending on audience and purpose.
Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	Remaining engaged in whole-class learning Following instructions across learning activities Responding appropriately to what is heard	Learning and using new vocabulary Talking about similarities and differences Using questions to clarify understanding	Speaking in clear sentences Using connectives (and, because, so) Explaining how and why Talking about how an idea was explained or understood (e.g., <i>I listened, you said because</i>), with adult support.	Retelling familiar stories using sequence Describing events with detail Using time and sequencing language	Giving reasons for choices Using conditional language (if, might) Responding thoughtfully to others	Adjusting language for different situations Speaking appropriately to a group Reflecting on my own communication
Adult Interaction Focus (ShREC Lens) <i>How adults support children’s understanding through talk and interaction</i>	Model active listening behaviours Make listening purposes explicit Link listening to success Use clear, purposeful language Adjust the level of support by simplifying language, repeating key ideas or extending talk so all children can take part confidently.	Select and introduce key vocabulary Revisit words across contexts Explain words deeply, not superficially Encourage curiosity-driven talk	Model full, clear sentences Invite explanation rather than answers Rephrase and extend children’s ideas Value reasoning over correctness	Model narrative language explicitly Use story maps and oral rehearsal Encourage expressive storytelling Celebrate language choices	Model respectful reasoning language Encourage discussion and respectful disagreement Ask open, thinking-focused prompts Extend dialogue through sustained talk	Model purposeful talk in varied contexts Provide opportunities for talk with real audiences Support reflection on communication Affirm children’s identity as communicators
Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i>	listen, explain, why, what, how	describe, compare, because, notice	explain, because, think, how, why	explain, because, sequence, tell	explain, because, justify, reason, plan	explain, justify, reason, reflect, organise

**** Bolded statements identify foundational knowledge expectations.**

Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction. Key skills show how children practise listening, understanding and using language to learn, explain and interact with others. If these skills are not yet secure, adults slow down, repeat and model language, and provide additional support rather than expecting children to keep up independently.

Physical Development	<p>In Reception, children learn that their bodies support learning, independence and well-being. Physical development is taught deliberately through sustained movement, refined motor control and careful attention to posture, grip and coordination, particularly during writing and other focused tasks. Adults closely track individual physical progress, including pencil grip, letter formation and stamina, providing timely support to develop efficient and confident movement patterns. Physical development is recognised as essential in reducing barriers to writing and participation. Adults notice when physical demands limit engagement and adapt environments, routines or support so children can access learning fully.</p>						
	<p>Conceptual Focus: <i>Big Ideas children are building</i></p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
		<p>I can manage my body safely and independently.</p>	<p>I can move with control and purpose.</p>	<p>My body is strong and coordinated for learning.</p>	<p>My hands can work precisely and consistently.</p>	<p>I can move confidently and adapt to different tasks.</p>	<p>I can use my body effectively for learning.</p>
	<p>Core Knowledge to Secure: <i>what children are coming to understand over time</i></p>	<p>Their body needs strength and control to support learning throughout the day.</p> <p>Good posture supports writing and tool use.</p> <p>Grip affects how well they can control a pencil.</p> <p>Physical routines help them move calmly and safely.</p>	<p>Controlled movement keeps them safe.</p> <p>Movements can be changed to match what they are doing.</p> <p>Greater precision improves accuracy when using tools.</p> <p>Repetition supports improving control.</p>	<p>Strength and balance help movements flow smoothly.</p> <p>Their body can keep working during physical activity and writing tasks.</p> <p>Practising movement helps build stamina.</p> <p>Controlled hand movements improve letter formation.</p>	<p>Careful hand movements support consistent letter formation.</p> <p>Grip, posture and pressure affect control.</p> <p>Repetition supports automaticity.</p> <p>Movement can be adapted to space and task.</p>	<p>Movements can be combined smoothly and safely.</p> <p>Sustained effort supports participation in learning.</p> <p>Efficient movement helps manage equipment and space.</p>	<p>Using their body effectively helps them stay engaged in learning.</p> <p>Efficient movement supports independence across routines.</p> <p>Consistent handwriting requires stamina, posture and control.</p>
	<p>Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i></p>	<p>Moving with control across a range of equipment</p> <p>Climbing stairs using alternate feet</p> <p>Riding balance bikes and scooters</p> <p>Sitting with good posture at tables and on the floor</p> <p>Using a comfortable and effective pencil grip</p> <p>Managing toileting, handwashing and dressing independently</p> <p>Organising belongings independently</p>	<p>Balancing and holding positions briefly</p> <p>Moving safely at speed</p> <p>Drawing and mark making with more control</p> <p>Beginning consistent letter formation</p> <p>Managing clothing (coats, zips, hats, jumpers, etc.) and routines without adult prompts</p>	<p>Sustaining physical activity long enough to complete task</p> <p>Combining movements fluently</p> <p>Maintaining posture during writing</p> <p>Coordinating whole-body and fine motor movements</p>	<p>Consistent letter formation</p> <p>Cutting and joining materials precisely</p> <p>Managing pressure and speed when writing</p> <p>Sustaining fine motor tasks with control</p>	<p>Navigating complex spaces safely</p> <p>Taking part in team movement and games</p> <p>Carrying and managing equipment</p> <p>Adjusting movement in response to others</p>	<p>Efficient handwriting movements</p> <p>Sustained writing posture</p> <p>Independent management of routines and resources</p> <p>Moving safely and independently across the school environment</p> <p>Independent and efficient management of routines, dressing and resources</p>
	<p>Teaching Lens and Levers <i>How adults support children's understanding over time</i></p>	<p>Explicit teaching of effective tripod grip.</p> <p>Adults adjust pencil hold where necessary.</p> <p>Posture expectations consistent across the day.</p> <p>Independence in routines reinforced.</p>	<p>Structured activities requiring precise tool use.</p> <p>Adults give feedback on pressure and formation.</p> <p>Controlled movement expected in PE and play.</p>	<p>Writing and physical tasks extended in duration.</p> <p>Adults monitor fatigue and reinforce sustained posture and grip.</p> <p>Hopping and skipping practised for coordination.</p>	<p>Daily handwriting with feedback on size, orientation and consistency.</p> <p>Adults correct inefficient grip or posture immediately.</p> <p>Fine motor tasks require accuracy and care.</p>	<p>Complex movement challenges and collaborative games.</p> <p>Independent management of tools and space expected.</p> <p>Writing tasks require increasing fluency.</p>	<p>Writing stamina sustained across the day.</p> <p>Adults intervene quickly if posture, grip or consistency decline.</p> <p>Independence in routines fully embedded.</p>
	<p>Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i></p>	<p>posture, grip, control, safe, steady</p>	<p>pressure, accurate, position, control</p>	<p>stamina, effort, smooth, consistent</p>	<p>precise, align, orientation, space</p>	<p>fluent, efficient, adapt, adjust</p>	<p>automatic, consistent, accurate, maintain</p>
<p>** Bolded statements identify foundational knowledge expectations. Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction.</p> <p>Key skills show how children practise controlling and coordinating their bodies for writing, play and everyday tasks. If these skills are not yet secure, adults slow down, repeat activities and adapt provision rather than increasing demands or reducing support.</p>							

Literacy	<p>In Reception, children build on strong oral and pre-phonics foundations to use reading and writing as tools for meaning and communication. Through daily, systematic phonics, children learn to link sounds to letters and to decode words so that what they read makes sense, while shared stories and dialogic book talk continue to deepen understanding of vocabulary, characters, settings and events. Writing develops from spoken language through interactive and independent opportunities, with children learning to record ideas using the sounds they know and to re-read their writing to check meaning. Adults plan carefully for consolidation, confidence and enjoyment, and work in partnership with families to support daily reading, shared stories and rhymes at home, ensuring children develop independence in literacy without drifting into Year 1 expectations.</p>						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Conceptual Focus: <i>Big Ideas children are building</i></p>	Learning Letter Sounds and Using Them in Writing	Blending Sounds to Read and Write Words	Reading and Writing Words in Sentences	Writing Clear Sentences for a Reader	Applying Reading and Writing Across the Curriculum	Using Reading and Writing Confidently
	<p>Core Knowledge to Secure: <i>what children are coming to understand over time</i></p>	<p>Letters represent sounds. Sounds can be blended together to read words. Writing is used to record spoken language. Words that are read should make sense. Stories can be retold in our own words.</p>	<p>Words are made up of sounds. Sounds can be segmented to spell words. Written words can be read back by the writer or others. Reading back helps us check that the words make sense. New words from stories can be used in talk and play.</p>	<p>Some sounds are made by two letters working together. Sentences are made up of words that work together to make meaning. Stories have a beginning, middle and end. Events in stories are connected.</p>	<p>Clear writing helps the reader understand the message. Phonics supports accurate spelling. We can explain what has happened in stories and why.</p>	<p>Some sounds have more than one spelling. Writing can be used to share ideas with others. Accurate spelling supports meaning for the reader. We use new vocabulary when talking about stories and themes.</p>	<p>Reading and writing support learning across the curriculum. Accurate decoding supports understanding of what is read in sentences and texts.</p>
	<p>Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i></p>	<p>Orally blend and begin blending to read words Say the sound for taught letters when shown the grapheme. Write initial sounds in words</p>	<p>Read CVC words by blending. Write phonetically plausible words. Write simple labels. Re-read own writing aloud.</p>	<p>Read words with Set 1 digraphs. Begin to write simple phrases using known sounds. Use finger spaces with support. Re-read writing to check meaning.</p>	<p>Write short texts for different purposes. Edit by re-reading with an adult. Read familiar words and simple sentences using taught phonics, with adult support.</p>	<p>Spell many words using phonics. Begin Set 2 sounds (where secure). Write with increasing control and stamina. Talk about what helped when reading or writing (e.g., <i>I sounded it out, I checked it again</i>), with adult prompts.</p>	<p>Read sentences accurately (oral blending accepted). Write sentences independently using taught sounds. Re-read writing to check it makes sense. Share writing confidently.</p>
	<p>Teaching Lens and Levers <i>How adults support children's understanding over time</i></p>	<p>Daily phonics protected, alongside daily shared story time Vocabulary explicitly taught through stories and talk Print features modelled during reading and writing Mark making and writing opportunities across provision.</p>	<p>Daily phonics and reading practice. Oral rehearsal before writing. Interactive writing through shared and guided work Familiar texts revisited to support understanding.</p>	<p>Supported sentence writing through shared and guided work. Dialogic reading of familiar stories. Writing linked to shared experiences and texts. Interactive writing through shared and guided work Adjust challenge in reading and writing by revisiting familiar texts, reducing cognitive load or providing additional modelling where needed.</p>	<p>Daily opportunities to read and write sentences. Re-reading used routinely to support meaning. Adults modelling how writing communicates clearly.</p>	<p>Writing for real purposes across the curriculum. Continued shared reading of high-quality texts. Phonics teaching continues to be responsive to children's security</p>	<p>Daily reading and writing embedded across the day. Familiar texts used to support comprehension and discussion. Adults supporting independence and confidence.</p>
	<p>Concept Vocabulary:</p>	sound, letter, word, write, read	word, sound, blend, segment, check	sentence, word, space, meaning, check	sentence, capital, full stop, check	write, sentence, message, edit, improve	sentence, text, meaning, check, improve
<p>** Bolded statements identify foundational knowledge expectations. Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction. Key skills show how children practise early reading, writing and mark making. If these skills are not yet secure, adults slow down, revisit foundations, and provide additional modelling and practice rather than moving on too quickly.</p>							

Mathematics	<p>In Reception, children build on early number sense and spatial understanding to develop secure, structured mathematical thinking. The curriculum focuses on understanding how numbers are made, how quantities relate to one another, and how mathematical ideas can be represented in different ways, with number, spatial reasoning and measures taught together as interconnected ideas. Subitising, counting and cardinality are embedded through consistent routines and shared representations, allowing children to explain how they know rather than relying on counting alone. Spatial reasoning continues as a core strand, with children exploring shape, movement, mapping and scale through construction, play and problem solving. Measures are introduced through comparison and real experiences before standard units are used. Across the year, adults prioritise mathematical talk, modelling and reasoning, ensuring children develop confidence, depth and readiness for Year 1 without rushing content.</p>						
	Conceptual Focus: <i>Big Ideas children are building</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Making Sense of Numbers and Space	How Numbers Are Made (Within 5)	Making and Breaking Numbers to 10	Adding, Taking Away and Comparing	Extending Number Sense Beyond 10	Using Maths Confidently in Everyday Situations
	Core Knowledge to Secure: <i>what children are coming to understand over time</i>	<p>Quantities (within 5) can be structured, conserved and represented in different ways</p> <p>The same quantity can look different but remain the same</p> <p>Counting principles support accuracy and explanation</p>	<p>Numbers within 5 are made of parts that can be recombined</p> <p>One more and one less describe relational change, not counting procedures</p> <p>Shapes can be composed, decomposed and rearranged without changing what they are.</p> <p>The repeating part of a pattern can be identified, even when materials change.</p>	<p>Numbers (to 10) are composed of smaller parts</p> <p>10 is a full whole that can be made in different ways</p> <p>Doubles and equal groups show structure in number</p> <p>The same pattern rule can be applied across different contexts.</p>	<p>Addition combines quantities and subtraction separates or compares</p> <p>Quantities remain the same when rearranged (conservation)</p> <p>Measures provide meaningful contexts for number</p> <p>Pattern rules help explain number structure, including counting sequences, doubles and even and odd numbers.</p>	<p>Teen numbers are structured as ten and some more</p> <p>Counting to 20 follows stable order and pattern</p> <p>Spatial representations support understanding of larger numbers</p> <p>The rule of a repeating pattern can be described separately from the objects or actions used.</p>	<p>Number sense is secure within 10 and developing to 20</p> <p>Mathematical ideas connect across number, space and measure</p> <p>Maths can be applied to solve real problems</p>
	Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	<p>Conceptual subitising within 5 (seeing parts and the whole)</p> <p>Explaining how a quantity is known (e.g. "I can see 3 and 2, so it's 5")</p> <p>Matching quantities across representations (objects, fingers, 5-frames)</p>	<p>Representing numbers within 5 in multiple ways and recognising equivalence</p> <p>Using part-whole language to describe number relationships</p> <p>Explaining the effect of adding or removing one</p> <p>Describe the rule of a repeating pattern, even when materials change.</p>	<p>Subitising and counting within 10 using structure</p> <p>Partitioning numbers to 10</p> <p>Recognising doubles and near-doubles</p> <p>Apply a known pattern rule in a new context (e.g. from actions to objects, marks or numbers).</p>	<p>Solving simple addition and subtraction problems within 10</p> <p>Explaining thinking using number and spatial language</p> <p>Comparing length, mass, capacity and time informally</p> <p>Use pattern to explain number structure (e.g., counting sequences, doubles, even/odd).</p>	<p>Counting to 20 with understanding</p> <p>Building and representing teen numbers</p> <p>Using known structures (5s and 10s) to reason</p>	<p>Choosing efficient strategies for counting and calculation</p> <p>Explaining ideas clearly and confidently</p> <p>Applying maths independently in play and routines</p>
Teaching Lens and Levers <i>How adults support children's understanding over time</i>	<p>Notice how children organise objects and quantities, for example lining items up or grouping them.</p> <p>Prompt explanation using <i>What do you see?</i> and <i>How do you know?</i></p> <p>Rearrange objects to highlight what stays the same.</p> <p>Use daily routines to reinforce shared representations such as number tracks or frames.</p>	<p>Notice how children represent numbers in different ways, such as using objects, fingers or frames.</p> <p>Use part-whole language during play and routines.</p> <p>Watch how children explain composition.</p> <p>Use snack and registration to model part-whole thinking.</p> <p>Adapt tasks by changing representations, quantities or prompts so children are supported to think deeply rather than move on too quickly.</p>	<p>Notice use of structure as numbers increase, for example using ten-frames or grouping in fives.</p> <p>Focus attention on relationships rather than procedures.</p> <p>Use spatial resources such as pattern blocks or tiles to support reasoning.</p> <p>Revisit representations during routines and transitions.</p>	<p>Notice how children combine and separate quantities in real situations.</p> <p>Model reasoning aloud during everyday moments.</p> <p>Support comparison using real objects, such as heavier/lighter or longer/shorter.</p> <p>Use routines to explore what changes and what stays the same.</p> <p>Explain how a problem was solved and what helped (e.g. <i>I could see the parts, I used the frame</i>)</p>	<p>Notice how children use known structures with larger numbers.</p> <p>Support mapping, routes and representation, for example using simple maps or floor plans.</p> <p>Highlight patterns, relationships, for example one more than before, teens are 10 and X (staircase patterns), or the same total arranged differently.</p>	<p>Notice independent strategy choice across the day.</p> <p>Prompt explanation and reflection when appropriate.</p> <p>Use routines to consolidate rather than introduce new ideas.</p> <p>Focus on confidence, fluency and depth.</p>	
Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i>	number, group, same, different, more, fewer, total, altogether, how many, in, under	part, whole, combine, equal, same as, one more, one less, check, fit, turn	total, still the same, change, explain, prove, show me, double, group, build, move	add, subtract, difference, compare, equal, justify, share, same as, rotate, slide	part, whole, reason, explain, justify, pattern, rule, group, between, around	explain, justify, check, problem, solution, choose, share, count on, count back, route, direction	

**** Bolded statements identify foundational knowledge expectations.**

Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction. Key skills show how children practise early reading, writing and mark making. If these skills are not yet secure, adults slow down, revisit foundations, and provide additional modelling and practice rather than moving on too quickly.

Understanding the World	In Reception, children are learning to explain their thinking and make sense of a world that feels bigger and more complex. They are increasingly curious and capable, but still need time to explore ideas deeply. Our curriculum helps children connect what they already know to new experiences, focusing on change over time, living things, environments and communities. Children are encouraged to explain, compare and apply their understanding through talk, play and problem-solving. Learning about different cultures, beliefs and places helps children understand that people live in different ways while sharing common needs. By the end of Reception, children are confident in using what they know to understand new situations and are well prepared for the next stage of learning.						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Conceptual Focus: <i>Big Ideas children are building</i>	Change over time	Belonging to a wider community	How living things stay alive	How plants grow and change	How living things and places belong together	How I can use what I know
	Core Knowledge to Secure: <i>what children are coming to understand over time</i>	People grow from babies to adults. Things , including families, change over time . Routines such as handwashing, tidying and road safety keep us safe and healthy. Things were different in the past.	People belong to communities. A community is a group of people who live/work together and share places, rules or responsibilities. People live in different places such as towns or countries. Different transport is used for different purposes.	Living things have needs. Animals have features that help them survive. Living things need food, water and care.	Plants have different parts. Different parts help plants grow. Conditions affect how living things grow , such as changes in light, food, water and temperature.	Living things and people depend on their environments , such as habitats for food, water, shelter and safety. People can change environments through actions like littering, recycling, planting and caring for spaces. Different places have features that affect what lives there and what people do there (e.g., pond/field/ park).	I can use what I already know to solve a new, simple problem (choose a strategy and explain why). Tools and simple technology help people do jobs more easily or safely (and we choose them for a reason). Living things, places and people are connected through how we live, care for environments and use resources.
	Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	Explain how routines help us. Compare past and present. Select tools for a purpose.	Explain what different people do in the community. Compare places. Explain how transport solves problems.	Explain why some things change. Predict what might happen next. Use causal language to justify ideas, such as because, so, that's why, if... then..., when... it...	Explain what happens when conditions change. Explain why growth changes over time. Use evidence from observations.	Explain how living things depend on places. Compare environments. Use evidence to justify ideas.	Apply prior knowledge to new problems. Choose tools purposefully. Talk about how they solved a problem. Predict and adapt.
	Teaching Lens and Levers <i>How adults support children's understanding over time</i>	Family heritage and traditions. Home languages. Seasonal references through daily life.	Religious celebrations. Shared cultural experiences within communities. Weather affecting routines and travel.	Melting and freezing experiences. Seasonal temperature changes explored through experience. Cultural knowledge of animals.	Seasons as context. Growing food plants from different cultures. Noticing and comparing growth over time.	Where families come from. Stories and experiences that link to people and places. Seasonal habitat changes.	Looking back on the year through shared experiences and examples. Belonging and shared identity. Celebrating similarities and differences.
Concept Vocabulary:	past, present, change, compare, before, now	community, purpose, because, explain	cause, effect, predict, because, explain	condition, change, because, explain	environment, depend, affect, because, reason	problem, solve, change, because, explain	

**** Bolded statements identify foundational knowledge expectations.**

Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction.

Key skills show how children practise observing, questioning and making sense of the world around them. If these skills are not yet secure, adults slow down, revisit experiences and model thinking rather than expecting children to explain concepts independently.

Expressive Arts and Design

In Reception, children are learning to express ideas clearly and intentionally through creative choices. They begin to plan what they want to make or perform, use tools with increasing control, and refine their work over time. Children arrive with different levels of experience, so the curriculum prioritises depth, practice and reflection rather than speed or quantity. Through drawing, painting, music, movement, role play and design, children are supported to represent ideas in ways that others can recognise and understand. Collaborative creative experiences help children learn to listen, negotiate and perform with confidence. By the end of Reception, children are able to communicate personal ideas, take pride in their work and use creativity as a way to think, explore and express themselves.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Conceptual Focus: <i>Big Ideas children are building</i>	Using tools and techniques with control	Pattern, rhythm and structure	Representing ideas clearly	Refining and improving	Creating together	Expressing personal ideas and choices
Core Knowledge to Secure: <i>what children are coming to understand over time</i>	Different tools and techniques change how work looks or sounds. Using tools with more control makes marks, movements or sounds clearer.	Pattern and structure can be created by repeating shapes, sounds or movements. Music has pulse, rhythm and repeated sections.	Marks, sounds and movements can be used deliberately to show ideas. Other people can recognise what is being shown.	Going back to a piece of work can make it better. Changes can be made on purpose to add detail or control.	Different parts can be put together to make one piece. Performances and stories have a beginning and an end.	Creative choices can show personal ideas or preferences. There can be more than one way to create something using different materials, tools or techniques.
Key Skills to Develop: <i>How children use, apply, explain and connect their understanding</i>	Use tools with growing precision. Apply known techniques deliberately. Show choices through how tools and materials are used.	Create repeating visual and musical patterns. Keep a steady beat. Take part in short planned performance sequences.	Create recognisable drawings, models and performances. Add detail to convey meaning. Use drawing, movement or sound to show ideas clearly.	Refine drawings and models. Improve colour mixing and detail. Return to work to make changes.	Plan creative outcomes. Coordinate actions with others. Share performances or creations with others.	Stay involved in creative activity long enough to develop or create an idea independently. Select resources autonomously. Communicate ideas clearly through the arts.
Teaching Lens and Levers <i>How adults support children's understanding over time</i>	Focused drawing and painting studios. Tool technique modelling areas. Line and shape provocations.	Music and rhythm exploration stations. Large-scale action painting. Movement responding to beat.	Opportunities for still life observation. Emotion through colour provocations. Storytelling through movement.	Return-and-refine art stations. Displays showing work over time Works-in-progress spaces.	Collaborative art and performance planning. Group music and movement rehearsals. Shared outcome displays.	Personal choice creative stations. Outdoor land art. Individual and group sharing spaces/exhibitions.
	Possible artist studies matched to children's developmental stage:					
	Wassily Kandinsky – intentional use of line, shape and circle	Bridget Riley – visual pattern Steve Reich – musical repetition	Lubaina Himid – figures, stories, flat colour	Paul Klee – revisiting and refining ideas over time	Romare Bearden – collage, combining elements into a whole	Andy Goldsworthy – personal choice, natural materials, independence
Concept Vocabulary: <i>Words children need to hear, understand and begin to use as they build understanding</i>	tool, control, shape, effect, choose	pattern, rhythm, repeat, structure	change, effect, choose, plan	refine, improve, change, explain	represent, detail, plan, improve	choice, style, express, refine, evaluate, why

**** Bolded statements identify foundational knowledge expectations.**

Children are not expected to progress to later content unless these are secure. If they are not secure, teaching prioritises repetition, adaptation and targeted interaction. Key skills show how children practise expressing ideas, feelings and creativity through a range of materials and experiences. If these skills are not yet secure, adults slow down, repeat experiences and model techniques rather than focusing on finished outcomes.