



Thaxted Primary School Curriculum Overview 2025-26



Reception - Kandinsky Class

| Term: | Autumn Term | | Spring Term | | Summer Term | |
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| Focus Theme: | All about me! | | People who help us/ jobs | | Africa | |
| Hook: | Holiday Scrapbook | | Visit from a fire engine/ police car? | | Colchester zoo | |
| Class Reading Text: | See 'Reading Bookshelf' | | See 'Reading Bookshelf' | | See 'Reading Bookshelf' | |
| Home Learning Project: | Holiday Scrapbook | | Holiday Scrapbook | | Holiday Scrapbook | |
| Showcase: | Nativity play | | Share work with another class | | Show and Share | |
| Enrichment: | Tractor Visit? | | Parents to share their jobs with the class? | | Colchester Zoo Caterpillars- releasing butterflies | |
| Subject Area: | Autumn Term | | Spring Term | | Summer Term | |
| Literacy Other reading texts | Little Red Hen Three Little Pigs Goldilocks and the three bears. | The Gingerbread man The Nativity Story | | | Handas Surprise | Superworm |
| Poetry | Three Bears Rap | Traditional nursery rhymes | Spring poems | | African/ nature poetry | Summer poems |
| Writing Focus | Listen and respond to a story | Read and write CVC words | Shared Writing | Introduction to finger spaces and full stops | Correct Letter formation | Write connecting sentences in Stories |

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| | <p>Learn a story using 'Talk for Writing'</p> <p>Retell a story</p> <p>Follow and sequence instructions</p> <p>Recite a rhyme from memory</p> <p>Form letter shapes</p> <p>Write name</p> | <p>Learn a story using 'Talk for Writing'</p> <p>Retell a story</p> <p>Sequence story events</p> | <p>Retell a story</p> <p>Sequence captions of story events</p> <p>Write a caption</p> <p>Begin to form letters correctly</p> | <p>Write rhyming words</p> <p>Write simple sentences</p> <p>Speech bubbles</p> <p>Information writing</p> <p>Instructions</p> | <p>Begin to use capital letters finger spaces and full stops</p> <p>Captions using phase 3/4 sounds</p> <p>Writing rhyming strings</p> | <p>Speech bubbles</p> <p>Information writing</p> <p>Instructions</p> <p>Use own ideas in stories</p> <p>Begin to use language specific to style of writing.</p> |
| Mathematics | <p>Extend and create ABAB patterns.</p> <p>Count objects, actions and sounds to 3.</p> <p>Subitise to 3.</p> <p>Link the number symbol (numeral) with its cardinal number value to 3.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> | <p>Compare numbers to 5</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers to 5.</p> <p>Talk about and explore 2D shapes.</p> | <p>Count objects, actions and sounds to 8</p> <p>Subitise to 5.</p> <p>Link the number symbol (numeral) with its cardinal number value to 8.</p> <p>Compare numbers</p> <p>Compare mass and capacity</p> | <p>Continue, copy and create repeating patterns.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers to 10</p> <p>Explore the composition of numbers to 10.</p> <p>Talk about and explore 2D and 3D shapes.</p> <p>Compare length,</p> <p>Use time related language to</p> | <p>Count and compare numbers beyond ten.</p> <p>Explore the composition of numbers to 10, finding pairs of numbers and related addition facts for numbers to 5.</p> <p>Recall number bonds for numbers 0–10.</p> <p>Understand and explore the concept of addition and subtraction.</p> | <p>Recognise patterns in the number system including odd and evens.</p> <p>Sharing and grouping</p> <p>Spatial reasoning skills.</p> <p>Compose and decompose shapes</p> <p>Investigations and problem solving.</p> |

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| | | | | describe and sequence events. | | |
| Communication and Language | <p>Listening to stories.</p> <p>Learn rhymes.</p> <p>Develop conversation skills in small group activities.</p> <p>Listening to and responding to class discussion.</p> | <p>Answering questions linked to familiar stories.</p> <p>Learn Harvest and Christmas stories.</p> <p>Taking turns in talking in social situations.</p> | <p>Retell familiar stories.</p> <p>Learn rhymes poems and songs.</p> <p>Topic themed role play.</p> | <p>Use non-fiction texts to develop topic understanding.</p> <p>Opportunities to respond with thoughts about stories.</p> <p>Learn and use new topic related vocabulary in play activities.</p> | <p>Use non-fiction texts to explain topic understanding</p> <p>Develop use of connectives in storytelling and explanations.</p> <p>Learn and use topic related vocabulary in play, conversation and explanations.</p> | <p>Problem solving opportunities to develop organisation of thinking and explanations.</p> <p>Sequence events to encourage detailed and sequenced explanations.</p> |
| Physical Development | <p>Perform Dough Disco activities correctly</p> <p>Use fingers or tools to pick up small objects</p> <p>Hold pencil and scissors correctly</p> | <p>Form some recognisable letter shapes</p> <p>Change independently for PE</p> <p>Understand how to change speed and direction and negotiate space.</p> <p>Learn how to direct PE equipment</p> | <p>Begin to form letters correctly</p> <p>Cut out a shape accurately</p> <p>Learn different ways to join materials</p> <p>Ball skills – throwing, catching rolling bouncing with some accuracy</p> | <p>Learning how to use tools to create different effects</p> <p>Combine movements to music</p> <p>Talk about some healthy lifestyle choices</p> | <p>Most letters are formed correctly</p> <p>Finger gym activities</p> <p>Joining and adapting materials using tools</p> <p>Negotiate obstacles by changing speed and action</p> | <p>Selecting correct tool to create a desired effect</p> <p>Team games - how to work as a team.</p> <p>Knowledge of healthy lifestyle choices in relation to hygiene, food choices, exercise.</p> |
| Personal, Social and Emotional Development | <p>Being Me in My World</p> <p>'Who am I and how do I fit?'</p> | <p>Celebrating Difference</p> <p>Respect for similarity and difference. Anti-</p> | <p>Dreams and Goals</p> <p>Aspirations, how to achieve goals and understanding the</p> | <p>Healthy Me</p> <p>Being and keeping safe and healthy</p> | <p>Relationships</p> <p>Building positive, healthy relationships</p> | <p>Changing Me</p> <p>Coping positively with change</p> |

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| | | bullying and being unique | emotions that go with this | | | |
| Understanding the World | <p>Talk about members of their immediate family and community.</p> <p>Design and evaluate a mud house. (STEM Week)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways - Harvest</p> <p>Understand the effect of changing seasons on the natural world around them - Autumn</p> | <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Why we celebrate Bonfire night</p> <p>Diwali</p> <p>Why we celebrate Christmas. How Christmas is different around the world</p> <p>Understand that some places are special to members of their community- church visit</p> | <p>Recognise that people have different beliefs and celebrate special times in different ways - Eid / Ramadan</p> <p>Understand the effect of changing seasons on the natural world around them – Winter</p> | <p>Follow and make maps.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways - Easter</p> <p>Compare and contrast characters from stories- jobs past and present</p> | <p>Recognise some environments that are different to the one in which they live- Africa</p> <p>Recognise similarities and differences between plants/ customs in this country and in a different environment – eg the jungle.</p> <p>Explore collections of materials with similar and/or different properties - Floating and sinking/melting and freezing</p> <p>Compare and contrast characters from stories- Handa's Surprise</p> | <p>Features of mini beasts/ different animals</p> <p>Classifying animals</p> <p>Lifecycle of a butterfly</p> <p>Recognise that different animals live in different environments around the world.</p> <p>Understand the effect of changing seasons on the natural world around them – Summer</p> |
| Expressive Arts and Design | <p>How to paint different shapes to represent characters in a story</p> <p>Design and build a mud house (STEM Week)</p> | <p>Recite familiar rhymes / songs - Harvest and Christmas</p> <p>Art from different cultures - Rangoli patterns</p> | <p>Responding to music through dance</p> <p>Chinese New Year</p> | <p>Responding to music – Vivaldi Spring</p> | <p>How to print patterns- African fabrics</p> <p>Learn songs from different cultures</p> | <p>Study artist</p> <p>Create observational drawings</p> |

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| | <p>Appropriate use of shapes to create representations of family</p> <p>Which materials are best for different purposes- 3 little pigs houses</p> <p>Collaging to create art - Autumn</p> | <p>Using a variety of tools - firework art</p> <p>Using a variety of materials - Christmas craft</p> | <p>How to use percussion instruments (boomwhackers) to copy simple patterns and create our own.</p> | | <p>Select materials to design and create a habitat</p> | <p>Butterfly printing</p> |
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