

Cygnet Curriculum Overview B 2026_27 RECEPTION

Autumn	
English	Drawing club – writing sentences from phonics 5 a day stories Writing my name Reading at home Fine motor development
Maths	REC Number Sense Counting 5 Subitising to 5 Spatial reasoning - position and shape (2d and 3d) Number blocks series 1
Understanding the World	Wonderful Me! • Talk about members of their immediate family and community • Name and describe people who are familiar and special to them • Talk about how their life has changed over time • Talk about what makes them special • Talk about similarities and differences between themselves and others Topic Endangered animals Using the children's interests: Harvest • Recognise that people have different beliefs and celebrate in different ways • Explore the natural world around them • Describe what they see, hear and feel while outside • Understand the effect of changing seasons on the natural world around them Seasons: • Observe changes across the four seasons (Autumn) Senses • Name different senses and use them to explore around them Books Diwali and Hanukkah • Recognise that people have different beliefs and celebrate in different ways How has my life changed over time

RE	Special Me (AMV) To understand things that make them who they are To understand what is important to them To reflect on the people that are special to them To see why Jesus might be important to Christians. To find out about what Jesus is like and how he wants Christians to live from the Bible To reflect on the community to which they belong Incarnation: Why do Christians perform Nativity plays at Christmas? • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God.
History	How has my life changed over time? Growing and changing. How have I changed?
Geography	What are maps? • To locate the different parts of the playground • To create a map of the classroom • To create/read a map of welly walk • To create fictional maps
Art	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Begin to use a variety of drawing tools Use drawings to tell a story. Investigate different lines. Explore different textures. Encourage accurate drawings of people.
	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)
	Experimenting with and using primary colours. Naming, mixing (not formal) Learn the names of different tools that bring colour. Use a range of tools to make coloured marks on paper. Artist – Winifred Nicholson
PE	Autumn 1: Fundamentals, Gym and Welly Walk
	Autumn 1: Fundamentals, Dance and Welly Walk
PSHE	About what rules are, why they are needed, and why different rules are needed for different situations. Zone of Regulation Careers How to keep myself safe NSPCC All about feelings

	Anti Bullying and friendships Online relationships & well being	
Music	Pulse and Rhythm •To use my voice and hands to make music •To play in time to music •To play simple rhythms on an instrument •To listen and repeat short rhythmic patterns •To understand the difference between pulse and rhythm Diwali •To learn about music from another culture •To respond to music with movement Nativity • To understand why songs have actions and to use simple signs to accompany songs •To sing and sign songs from memory •To respond to musical cues •To change the volume and style of their voices appropriately	
DT	Woodwork • Understand the importance of keeping them selves and others safe •Use tools with an awareness of safety, appropriateness for the task and with sound technique •Design, make and evaluate products using their own ideas •Use different joining techniques including using nails and screws •Communicate their ideas to others	Cooking and Nutrition: Fruit and Veg Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.
Computing	Logging on Using a mouse pad Writing my name using a key-board Drawing a self-portrait using drawing software Use I-pads to take photographs and videos •Computational thinking – algorithms and decomposition: Making pumpkin soup (Barefoot computing unit)	<u>Computing systems and networks – technology around us</u> Develop your learners’ understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly. Vocab: technology, computer, mouse, trackpad, keyboard, screen, double-click, typing. <u>Creating media – digital painting</u> Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration

		from a range of other artists. Conclude by asking them to consider their preferences when painting with, and without, the use of digital devices. Vocab: paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers
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Spring	
English	Poetry
Maths	REC Pattern Developing spatial reasoning- symmetry, shape puzzles and construction Subitising 6 - 10 Partitioning 2,3,4,5,10
Science	Seasons: • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies Animals including Humans: • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals

	- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). - Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.
EYFS Understanding the World	What do People Do all day? - Talk about the lives of people around them and their roles in society - Understand the roles of people who help us, including members of the Police, Health Service, Fire service - Talk about their ambitions for their future based on their interests and ideas - Explore the world of work through role-play, stories and drama Chinese New Year - Know some similarities and differences between different religious communities in this country - Explain some similarities and differences between life in this country and life in other countries Explorers - Recognise some environments that are different to the one in which they live - Draw information from a simple map - Compare and contrast characters from stories including figures from the past - Know some similarities and differences between things in the past and now Holi - Recognise that people have different beliefs and celebrate in different ways - Explain some similarities and differences between life in this country and life in other countries
RE	Judaism: What do the Jewish people believe about the Torah To understand the role of the Torah in Jewish daily life and worship To understand that the Torah is special to Jews To begin to understand the central place of Shabbat in Jewish life and worship. To know that obedience to the commands of the Torah is lived out in the things that happen over Shabbat. To know the importance of the home in the celebration and outworking of the Jewish faith. To begin to understand to the role of the synagogue in Jewish life and worship To begin to understand the central place of the home in Jewish life and worship. Look at the ways that the special days of the Jewish faith are lived out in the home. To understand Jewish wedding customs and link these to obedience to God's Law - Torah. Salvation: Why do Christians put a cross in the Easter garden? - Christians remember Jesus' last week at Easter. - Jesus' name means 'He saves'. - Christians believe Jesus came to show God's love.

	• Christians try to show love to others.
History	What can we learn from explorers? Focus on explorers – Neil Armstrong, Shackleton Events beyond living memory that are nationally significant. Space explorer 50 years ago. Sources -film and photos Compare top NASA plans for the next space mission (women in space...) Who was Shackleton? To know that Ernest Shackleton was an Anglo-Irish explorer who led the To know that exploration is when people travel into a territory that is new to them To understand that Ernest Shackleton explored the Antarctic to make many scientific discoveries To know that, historically, people explored to discover new territory (land, space or sea), resources or knowledge and brought this back with them. To understand that exploration to the poles now and then is different.
Geography	What is it like in Antarctica? Non-European Comparison – Antarctica (Linked to History Shackleton) • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Antarctica • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a cold place. • Recognise the features of cold places. • Locate some countries with cold climates on a world map. NC

	- understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country - To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Seasons and weather patterns (Human & physical geography) - identify seasonal and daily weather patterns in the United Kingdom	
Art	Texture (textiles, clay, sand, plaster, stone)	
	Handling, manipulating and enjoying using materials. Sensory experience. Simple collages Simple weaving	Weaving. Collage Sort according to specific qualities How textiles create things
	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	
	Handling, feeling, enjoying and manipulating materials. Constructing. Building and destroying. Shape and model	Construct Use materials to make known objects for a purpose. Carve Pinch and roll coils and slabs using a modelling media. Make simple joins
PE	Spring 1: Gym and Welly Walk	
	Spring 2: Ball Skills and Welly Walk	
Music and Dance	Musical Vocabulary (Dance) - To understand the four key musical concepts of pulse, tempo and dynamics and timbre - To play simple rhythms on an instrument - To listen to and repeat short rhythmic patterns - To notice texture and structure in music - To perform a sequence of movement	
PSHE	All about families Online safety Caring for our world and courageous advocacy Looking after money	
DT	Junk Modelling safely use and explore a variety of materials, tools and techniques,	Making a moving story book To explore making mechanisms

	experimenting with colour, design, texture, form and function •Share their creations , explaining the process they have used •	•Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) •Select from and use a wide range of materials and components, including textiles and ingredients, according to the characteristics •Build structures , exploring how they can be made stiffer and stronger Explore mechanisms
Computing	Winter Warmers (Barefoot computing unit) Aspects covered: Algorithms Decomposition Creating Collaborating Tinkering Persevering •Technology around us	

Summer	
English	

Maths	REC Measures – including time, length, weight and volume Composition 6-9 Comparing numbers to 10 Patterns in number – odd and even, doubles and equal distribution Patterns - repeating Maps and plans
Science	Seasons: - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies Plants: - Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.
EYFS Understanding the world	From Seeds and Eggs - Describe how animals and plants grow and change - Know some similarities and differences between the natural world around them and contrasting environments - Growing and changing Homes around the World - Know some similarities and differences between the natural world around them and contrasting environments - Recognise some environments that are different to the one in which they live - Recognise similarities and differences between life in this country and life in other countries
RE	God/Creation: Why is the word God so important to Christians? - The word God is a name. - Christians believe God is the creator of the universe. - Christians believe God made our wonderful world and so we should look after it.
History	Why is Mary Anning remembered? <i>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> - To know who Mary Anning was and why we remember her - To understand why Mary Anning was important - To fit people and events into a chronological framework

	To identify similarities and differences between ways of life in different periods								
Geography	What's it like to live by the coast? UK countries – focus on locality – Beach locality – Lyme Regis - The features of the coast - To locate the seas and oceans surrounding the UK - To investigate how people use the local coast - To know the names of the 5 oceans and be able to locate them on a map. NC - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - understand geographical similarities and differences through studying the human and physical geography of a small area of the UK Seasons and weather patterns (Human & physical geography) - identify seasonal and daily weather patterns in the United Kingdom								
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Music	Vocal and body sounds (Theme: By the sea) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.								
PSHE	Healthy -Mental and physical well being What's safe to go into my body Safety around us Keeping myself safe Resilience Sleep								

DT	Textiles: Puppets Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating. •Story book character	
Computing	Boats Ahoy! (Barefoot computing unit) Aspects of computing covered: Algorithms and decomposition Logical thinking Tinkering Pattern Drawing tools – pattern and symmetry	Creating media – digital writing Promote your learners’ understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text. Vocab: word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing. <u>Programming animations</u> This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms. Vocab: ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design. •