



Reception Curriculum Priorities for 2025 2026

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none">• I can talk about what I see and know using a full sentence.• I can express an opinion using 'I think' 'I agree..' 'I disagree..'• I can use new words I learn in Drawing Club when I talk to my friends or a grown up.• I can talk about and remember my learning using our floor books.• I can ask a well thought out question and listen to the response.	<ul style="list-style-type: none">• I can try something new myself before I ask for help.• I show that I am ready to learn every day.• I know how to be respectful to everyone and everything.• I know how to be safe when I am in school.• I can talk about how I feel.	<ul style="list-style-type: none">• I can use a knife and fork to cut my school dinner.• I can use scissors to cut out a picture.• I can put on and do up my coat.• I can put on and take off my own shoes.• I can move confidently in a space.• I demonstrate good posture when sitting at a table to write.• I can use a tripod grip when holding my pencil to write and draw.
Literacy Reading	Literacy Writing	Mathematics
I can tell someone else about a book I love. I can use the sounds I know to decode words by myself.	I can use my Fred fingers to write words independently. I can write a sentence that can be read by my teacher.	I can subitise amounts to 5 and use a tens frame to subitise amounts from 0-10. I can represent amounts to ten on my fingers. I can recall two numbers that make different amounts from 1-5 and two numbers that make 10.



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Curricular Goal	Reason for identifying the goal	How will children be supported to succeed?
I can talk about what I see and know using a full sentence.	<p>Although at the end of Autumn 1 pupils 71% of the cohort are able to communicate their ideas to an adult they are not yet able to articulate their ideas and thoughts in well formed sentences and communicate effectively with peers.</p>	<p>Sentence stems are modelled and encouraged during talk opportunities. A talk opportunity is planned every day. A sentence stem is modelled and adults talk their own sentences aloud as well as modelling sentences the children may be saying incorrectly. Our Chatter Bag time allows children to bring in an object from home to show their peers. They are encouraged to tell their classmates about it and full sentences are modelled by the adult. As the children's communication skills develop we encourage classmates to ask a simple and appropriate question for the child to answer, with full sentence answers modelled and encouraged here.</p>
I can use new words I learn in Drawing Club when I talk to my friends or a grown up.	<p>The 'get up, stand up' section of Drawing Club enables the children to learn 5 new words with actions that help them to understand the meaning of the words and link them to words they already know, in turn expanding their vocabulary. It is important that the children feel that they can use these words in a range of situations.</p>	<p>Drawing Club takes place three times a week on a fortnightly rotation. The children learn 5 new words across the week linked to the book or cartoon focus for the Drawing Club. The words are used in context by all staff and identified in stories and books read to the children. The new words are displayed for adults. These words are reviewed regularly.</p>
I can talk about and remember my learning using our floor books.	<p>It is important for the children to remember more and be able to retrieve their learning at different points across the year and make links with new learning.</p>	<p>Our floor books are looked at and revisited regularly, with children being given time to talk about the learning they remember and they have enjoyed at the end of every half term. Their 'voice' is added to the floor books.</p>
I can try something new myself before I ask for help.	<p>It is important for every child to develop a sense of independence and build up their resilience when things become a challenge.</p>	<p>Weekly life skills sessions enable the children to practise skills that the class adults have noticed need to be developed in order to enable them to become</p>



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	<p>The children need to be confident to explore the provision and take part in new activities and tasks confidently.</p>	<p>independent. These sessions are planned for and delivered in daily 20 minute sessions. Children are given time to practise these skills within the provision and encouraged to 'have a go' each day so that they are able to see progress and they have a sense of pride in their achievements over time.</p>
<p>I show that I am ready to learn every day.</p> <p>I know how to be respectful to everyone and everything.</p> <p>I know how to be safe when I am in school.</p>	<p>These support the 'Nanpean Way' – the way that we encourage and expect all children to conduct themselves.</p> <p>These are also woven through the Jigsaw lessons this year.</p>	<p>The children show that they are ready to learn by sitting calmly and using their magnet eyes to track the speaker. Children are encouraged to listen and respond appropriately to what is being said.</p> <p>As part of our behaviour curriculum, adults and older peers model how to be polite to others and how to treat belongings respectfully, using kind words and kind actions.</p> <p>Children will be shown how to walk calmly and safely in school and this will be an expectation. They will be taught that they are responsible for their own actions and the impact these have on others.</p>
<p>I can move confidently.</p> <p>I demonstrate good posture when sitting at a table to write.</p>	<p>On entry, 43% of our cohort are not on track for their gross motor development and 57% are not on track for their fine motor development. Many lack confidence to balance and move with co-ordination and many entered school unable to hold a pencil, cut with scissors or use tools like a knife and fork.</p>	<p>Adults will ensure that children are encouraged to develop physical confidence and strength through activities planned within the provision as well as weekly Real PE sessions. Fine motor development will be planned for through provision but also through our Life Skills sessions. This is reinforced at every opportunity – for example – pencil grip is practised before every writing opportunity.</p>
<p>I can use a knife and fork to cut my school dinner.</p> <p>I can use scissors to cut out a picture.</p>	<p>Following our school readiness survey for parents/carers and our own observations we have identified key skills that the children need to develop this year.</p>	<p>Daily Life Skills sessions will enable the children to practise these skills. Provision will be enhanced throughout the year to enable the children to practise these skills once learnt.</p>



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I can put on and do up my coat. I can put on and take off my own shoes.	From our readiness survey 50% of pupils are not yet able to use a knife to cut food. Most parents reported pupils using spoons or their hands when eating.	
I can tell someone else about a book I love.	Developing a love of reading for pleasure is essential, especially for those who are not read to at home. This is a way of encouraging the children to talk to others and continue a conversation with a common theme.	The children vote to choose the stories that are read. The children have at least 3 stories read to them each day. Book talk is encouraged and each book is 'rated' and given between 2 and 5 smiles. Children discuss how many smiles it should be awarded and why. These books are placed into our reading areas and displayed on our classroom door and reading area. They can be accessed at any point during the day. Texts are carefully selected with a variety of familiar and new texts on offer throughout the year.
I can use the sounds I know to decode words by myself. I can write a sentence that can be read by my teacher.	It is important that the children make accelerated progress in learning to read and write. This enables the children to be ready for the Year 1 curriculum where they will be required to read and write sentences independently.	RWI is taught from Day 1 in Reception. Children have a RWI session daily as well as additional opportunities to practise during pinny time, daily Fred games and using the virtual classroom clips on the online portal. Reading and writing opportunities are planned for within the provision. Children also have opportunities to link their reading and writing in RWI to other aspects of the curriculum – cross curricular writing opportunities are planned for throughout the year. A purpose for reading and writing is essential for engagement. Adults model reading unfamiliar words using Fred Talk and model writing that encourages children to read it using Fred Talk also.
I can subitise amounts to 5 and use a tens frame to subitise amounts from 0-10.	These are underpinned in the Mastering Number curriculum and will enable the children to achieve the Early Learning Goal for Number and Numerical Patterns	Daily Mastering Number lessons and an opportunity to talk about what they know and how they know will enable them to develop these skills. There will be every



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<p>I can represent amounts to ten on my fingers.</p> <p>I can recall two numbers that make different amounts from 1-5 and two numbers that make 10.</p>	<p>at the end of the reception year. They will also ensure that the children are ready for the Year 1 maths curriculum.</p>	<p>day maths opportunities linked to self-registration and class voting for stories and events that will enable the children to apply their learning and use the sentence stems from the lessons.</p>
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