Leverhulme's Reception Overview 2026/2027

As a team we support the children to be the best version of themselves.

- Celebrating uniqueness.
- Setting a safe, caring environment that allows our children to gain confidence and become resilient.
- Providing a range of enjoyable, motivating opportunities that are accessible to all.
- Inspiring children to achieve.

All of our questions link to the Early Years document Development Matters (2021) focusing on what the Reception children will be learning- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year Reception	**Welcome to Reception / The Gingerbread Man**	**Festivals! / food from different cultures / Washington DC**	**The Naughty Bus London / Bolton**	**The Journey Home Growing/Life Cycles**	**Clem & crab Environment / animals / recycling**	**Supertato Superheroes/People Who Help Us**
Enquiry Questions	**What books do I enjoy?**	**Where does our food come from? What foods do I like? How do I stay healthy? Why and how do people celebrate events?**	**What is in our community? Is my community different to others?**	**What will come out of an egg? What will grow from a seed?**	**What creatures live on Earth? How can we look after earth?**	**Who do I ask for help in the community? How can we be heroes? Who can we help?**
WOW Factor(s)	Gingerbread man footprints in classroom Baking our own gingerbread people.	Making a fruit salad. Trying new foods from around the world.	Getting on the local bus into town and taking photos of landmarks. Visit the park and surrounding areas.	Chick eggs Planting our own flowers.	Litter picking Visit a local religious building.	Visits from people in the community. Escaped peas
Let us investigate (science) – Children will have opportunities to observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.						
Science	Mixing ingredients Making a bridge/boat Exploring materials Floating and sinking Putting a biscuit in water- What will happen to the gingerbread man if he gets wet? Introduce seasons					
English - This involves inspiring children to read and write, through listening to others read and being encouraged to begin to read and write themselves in the outside and inside provision. Children will be exposed to a wide range of reading materials, new vocabulary, maps, books, rhymes, poems and other written material to ignite interest in an environment that reflects enquiry.						

Phonics – Little Wandle Letters and Sounds
https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/
Phase 1, phase 2, phase 3 and phase 4. Handwriting is shared through guided writing (letter join) and phonics. Children have guided reading three times a week and whole class daily reads.

The Different Texts We Read	**The Gingerbread Man by Mara Alperin** **Traditional Tales** **Musical stories (BBC)** **Biscuit Bear** **Rosie's walk** **A great big cuddle**	**Festivals! By Jane Bingham,**	**Naughty Bus by Jan and Jerry Oke, On the road with Mavis and Marge, You Can't Take An Elephant On the Bus.**	**The Journey Home by Emma Levey, Hattie Peck and The way back home.**	**Clem and Crab by Fiona Lumbers, Rocket says Clean up!, The Storm Whale**	**Supertato by Sue Hendra, Supertato series, Even superheroes have a bad day, Super Duck and The Gigantic Turnip.**
Literacy	Can you hear and say the initial sounds? Can you segment the sounds in simple words and blend them together? Do you know which letters represent some sounds? Can you tell me what your marks mean when you draw, write and paint? **Key Vocabulary –** Piping, hot, scurrying, tumbled, scampered, bleated, whirled, toppled, swirled, smirked, scrambled, cinnamon, milk, churns, barn, haystack, thistles, orchard, meadow, lane, riverbank and bakery.	Can you look at information texts? Can you name and say the sounds for the letter of the alphabet? Can you read words? Can you write labels and captions? Can you write your name? Can you write some CVC words? Can you use some clearly identifiable letters to communicate meaning? **Key Vocabulary –** Wriggling, stinging, served, smothered, splattered, simmering, scooped, speared, scrumptious, supper, ant, anteater, tongue, smoked, savoury, seared, sundried, sauteed and salami.	Can you read sentences? Do you like a range of books? Can you write words in ways which match your spoken sounds? Can you confidently write captions? **Key Vocabulary –** Full, important, mess, handsome, silliest, lonely, powerful, cosy, tucked up, tall, London buildings, traffic, bus stop, passengers, garden, pond, reflection, hook and winch.	Can you find some facts out using the non-fiction books? Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Are you attempting to write short simple sentences using capital letters and full stops? Can you read and write some irregular words? Can you form lower case and capital letters correctly? **Key Vocabulary –** Elements, abandoned, chaotic/chaos, embark, enormous, guided, shudder, treacherous, teetered, blustery, hatched, hatchling, coop, sea, rooftop, chimney, gutter, city, mountain and cave.	Can you use phonic knowledge to decode regular words? Can you ask a friend about a story they have read? Can you discuss what they have read? Can you write sentences in meaningful contexts using a capital letter and full stop? Can you read me your sentences? **Key Vocabulary –** Wonderful, lovely, shaggy, short, terrible, emergency, sticky, mucky, pretty, secretly, garden, paws, tail and park.	Are you using a range of strategies to read unfamiliar vocabulary? What are the main events in the story? Are you writing more meaningful sentences than you were before? Are some words in your writing spelt correctly and the other words are phonetically plausible? Do you use key features of narratives? Are you writing on lines? Are your letters the correct size?

						Key Vocabulary – Flannel, commit, crept, snuck up, yelled, summoned up, cornered, closed in, belonged, escape, air, marched, frozen and vegetables.
Handwriting (letter Join)	Pre writing patterns					
Communication and Language	Understand how to listen carefully and why listening is important. The children will learn new vocabulary and use new vocabulary through the day asking questions to find out more. We promote children articulating their ideas and thoughts in well-formed sentences. We challenge children to connect one idea or action to another using a range of connectives. We ask them to describe events in some detail. We challenge them to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. We promote new vocabulary being used in different contexts.					
Children will be able to count confidently, develop a deep understanding of the numbers to 10 and beyond, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, children will develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Children develop positive attitudes and interests in mathematics, looking for patterns and relationships, they spot connections, 'have a go', talk to adults and peers about what they notice and are not afraid to make mistakes.						
Mathematics Key vocabulary – Sphere, Cylinder, Cube, Cuboid, Cone, Pyramid, More, Less, Fewer, Most, same as, count, counting, altogether, how many, the total, equals, position, heavier, lighter, full, empty, half full, holds more, holds less, add, subtract, take away, O clock, half past, before, after, doubling, halving and sharing.	In Reception we use White Rose Maths and Mastery Number to support our children's Mathematic journey https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/ https://whiterosemaths.com/resources?year=early-years In Reception, the children will develop a strong grounding in number so they develop the necessary building blocks to excel mathematically. By the end of Reception children will be able to count confidently, have a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. The staff will achieve this by providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. The children will develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Mastering Number						
SSM (White Rose Maths)						

Computing	Digital Literacy / Digital Citizenship		Computer Science / Information Technology		Computer Science / Digital Literacy	
	Digital citizenship – Smartie the Penguin, trusted adults		Recap trusted adults, how can you find information online, what is personal information, different types of technology, beebots and basic algorithms.		Logging on, what is a password, recap online safety.	
Expressive Arts & Design (DT and art)	Art – Build on prior learning linked to Kandinsky Exploring 2d shapes, using 2d shapes, and colour mixing. What colours will you use to paint your Gingerbread Man? Can you construct with a purpose in mind? What does the Gingerbread Man sing? Can you join in with other children role playing the Gingerbread Man story? Which instrument will you use to sing our Gingerbread Man song? Can you build a cake in the areas?	DT – Make a layered fruit salad What textures can you feel and make when you touch different foods? Can you make a healthy meal using playdough? Can you take on the role of chef in the café role play area? Can you cut up the food safely using the correct tools? Can you make some health foods?	DT - Can you assemble and join materials to make your car? Can you return to your car and refine your ideas? Can you dip the cars in paint and make tracks? What happens if you drive another car over the track in a different colour? After hearing all the new songs about London which is your favourite song? Can you act out with your friends getting on the bus and paying to go on your favourite journey?	DT – Make a warm item for Hattie Peck. Can you use feathers to make patterns? What patterns have you seen around the world? Can you make natural paints using flowers? Can you make pictures using natural materials?	Art – Madelen Mollard, exploring printing and colours. Can you represent your own ideas through making a dance or song al about the zoo animals? Can you represent your own ideas by designing and creating your own ideas by designing and creating your own map of a zoo? Can you create and build a den for the bear? Can you match the pitch and follow the melody when singing a group or solo song?	Art – Guiseppe Arcimboldo – exploring fruit faces and watercolour paints. Can you design and make your very own super veg? Can you make up a story or act out being your favourite superhero (person that helps you)?
Understanding the world (science, geography, history)	Geography – field work – exploring the school grounds, following and making maps. Who is in your family? Can you share your home routines?	Geography and History – learning about Thanksgiving and Washington DC What foods do you like? What foods come from different countries?	Geography - What is the same about London and Breightmet? How is the environment different in London to where we live? Can you look at images from the past, such as homes,	Science - Which animals hatch from eggs and which do not? What happens when a plant grows? What happens when an animal grows?	What are the differences between a bear and a dog? What animal would you have as a pet? What do pets need? How would you look after a pet?	History – Comparing emergency services from the past. What would you like to be when you grow up? What could other people be when they grow up?

	What routines are the same at home and school? What new routines and rules have you learnt?	What foods different cultures eat? Trying new foods in DT.	schools and transport and use them to create your own community? Can you look at aerial views of Breightmet and comment on what you recognise? Can you make your own make of the school or Breightmet?	Can you compare the different plants? What do plants need to grow? Can you discuss some life cycles of the animals that hatch from eggs? Can you look at your life and organise events using basic chronology?	Can you use non-fiction books to find out facts about safari animals? Can you make a safari park for your favourite animal?	Who can help us in our community? When do they help us and why?
PE Physical Development Children develop the foundations of a handwriting style which is fast, accurate and efficient. Throughout the year the children will learn the importance of good health through physical exercise and learning what is part of a healthy diet. The children will learn about the need to clean their teeth daily.	**PE Routines** Can you find space? Are you beginning to get changed on your own? Specific learning – team games and working together	**Fundamental Skills** Can you show control over an object when pushing, patting, throwing and catching it? Can you get it on your own? Can you find spaces successfully when playing racing and chasing games with other children, adjusting speed of direction to avoid obstacles? Can you move in lots of different ways? Specific skills – Ball skills (part 1)	**Fundamental Skills** Can you show increasing control over an object when pushing, patting, throwing, catching and kicking it? Can you move in lots of different ways and travel with confidence when travelling under, over and through balancing and climbing equipment? Can you jump off an object and land appropriately? Specific skills – Dance	**Fundamental Skills** Can you show good control and coordination in large and small movements? Can you move confidently in a range of ways, safely negotiating space? Can you cut using scissors? Are you beginning to handle equipment and tools effectively? Specific skills – Throwing and catching	**Fundamental Skills** Can you show good control and coordination in your large and small movements? Can you move confidently in a range of ways, challenging yourself to get better? Can you handle equipment and tools effectively? Are you managing your own personal needs: • Regular physical activity • Healthy eating • Toothbrushing • Sensible amounts of 'screen time • Having a good sleep routine • Being a safe pedestrian Specific skills – Fitness	**Fundamental Skills** Can you show good control and coordination in large and small movements you make? Can you move confidently in a range of ways, combining the different movements with ese and fluency? Can you handle equipment and tools effectively? Are you dressing yourself independently and fastening you buttons and laces? Specific skills - Ball skills (part 2)

RE		**Why is Christmas special for Christians?**		**Why is Easter Special for Christians?**	**Which places are special in different religions?** Visit a local religious building.	**Which stories are special in different religions?**
THINK EQUAL PROGRAMME **A comprehensive Social and Emotional Learning (SEL) programme** Our mission is to teach all children that all humans are equal and equally to be valued. We want to eliminate discrimination, disrespect, and violence from the next generation, and bring empathy, wellbeing, loving relationships, pro-social behaviours and attitudes in their place. We teach through 24 narrative books and accompanying activities for children aged 4-5. The level also includes material curated in partnership with SEE Learning from Emory University, which focuses on attention to the breath, body and trauma-informed teaching.						
Personal, Social and Emotional Development	**NEW BEGINNINGS** How do we show people they are welcome? Have you cleaned your teeth today? Have you washed your hands before snack? Do you follow the class rules? Can you ask for help if you need it? Have you made some new friends? What do you like and dislike?	**LETS BE FRIENDS** Are you taking turns? Can you comprise and not fall out with your friends? What do you do if your friend takes a toy off you?	**BE KIND** Why the bus is 'naughty' and why it is important to apologise? What can do you do to	**GOOD TO BE ME** What makes them feel special? Who is in my family? Can you try new activities? What are you good at? What can you challenge yourself to do next?	**THINKING OF OTHERS** Can you listen to your friends' ideas? Can you work together? Can you think about your friends feelings? How would the bear feel? What can you do to help others and make them feel better?	**CHANGES** What are you looking forward to in your new class? Did you ask for help when you needed it? Can you select resources on your own? Can you adjust your behaviour to different situations, and take changes of routine in your stride? What are your challenges?
Celebrating Diversity Cultural Calendar British Values Children know that there are different countries in the world and talk about the differences they have	**Rosh Hashanah** **Recycling Week**	**Guy Fawkes Day** **Anti- Bullying Week** **Remembrance Day** **Kindness Day** **Diwali**	**National Storytelling Week** **Safer Internet Day**	**Chinese New Year** **World Book Day** **Holi** **Mother's Day** **St Patricks Day**	**St George's** **Eid al-Fitr** **Earth Day**	**Father's Day**

experienced or seen in photos.		**Road Safety Week** **Hannukah** **Advent & Christmas**		**Easter** **Shrove Tuesday/ Pancake Day**		
Throughout the year the children relate to people and the topics through the Characteristics of Effective Learning, which move through all the areas of learning.						
Playing and exploring – Engagement -Finding out and exploring, Playing with what they know and willing to 'have a go'. **Active learning** – Motivation - Being involved and concentrating, Keep trying and Enjoying achieving what they set out to do. **Creating and thinking critically** – Thinking - Having their own ideas, Making links and Choosing ways to do things.						
Every year we build on the Nursery Rhymes we know. **These are the nursery rhymes we learn in Reception –** Alice the camel has 5 humps, 5 Cheeky Monkeys, 5 Little Men in a Flying Saucer, 5 Little Ducks, 5 Currant Buns, 5 Speckled Frogs, 5 Chocolate Cookies, 1 Brown Owl, Down in the Jungle, When I was One… (pirate song), One Two Buckle My Shoe, Dingle Dangle Scarecrow, Tiny Tim, Tommy Thumb is Up, Creepy Crawly, Penguin Song, London Bridge is Falling Down and more linking to our topics.						