Reception
Autumn Term 2026/2027 - Our Learning

Curriculum Overview - Reception	
Themes: 'All About Me'. 'Celebrations'	
Literacy Reading	**Key text: 'Super Duper You' by Sophy Henn** **What is the book about?** In this book Sophy Henn celebrates all the different, extraordinary and sometimes contradictory things we are in this joyful and colourful rhyming picture book. In Reception we use the book to encourage the children to recognise their emotions and to reflect on all of the wonderful things that make them special.
	Key text: 'What If We Were All The Same!' by C.M Harris **What is the book about?** 'What if we were all the same' discusses diversity in abilities and appearances, encouraging kindness and understanding. The idea of What If We Were All The Same is to help children understand that there is nothing wrong with being different. Whether they have red hair or brown hair, green eyes or blue eyes, long legs or short legs, light skin or dark skin, glasses, use a wheelchair or anything else, it's absolutely okay. The book is used to not only teach the children to embrace differences in others, but to embrace themselves and love their individuality.
	Key text: 'Elmer' by David McKee **What is the book about?** Elmer the patchwork elephant is delightfully, colourfully different to all the other elephants and he's usually the one who makes everyone laugh. Yet, one day, Elmer starts to feel like the odd one out and so leaves the elephants to go off on his own. Finding a berry bush, Elmer shakes the berries from the tree and rolls around in them until he's covered all over in their purply-grey juice. Now he's elephant colour, Elmer can return to the herd and fit in unnoticed – unfortunately, it's rather boring being like everyone else and Elmer can't help his irrepressible nature getting the better of him. The loveable story teaches our Reception children to be themselves whilst celebrating the power of laughter too.

	Key text: 'The Colour Monster' by Anna Llenas **What is the book about?** The little colour monster is having a hard time, as his feelings are all jumbled up. He is red, green, yellow, blue and black, all at the same time. It's making him very confused and he doesn't know why. Luckily, help is at hand and the colour monster learns to make sense of his mixed-up emotions by labelling them, which leads to a heart-warming conclusion. In this striking book, the reader is invited to join the colour monster on his journey, as he is guided through his emotions one by one, through a series of beautiful collage-effect illustrations, which add depth, energy and intensity. The children use the book as a basis for talking about friendship. We also discuss and label the children's emotions which provides them with vital emotional literacy skills.
	Key text: 'We Are Family' by Patricia Hegarty **What is the book about?** We are Family is a story which teaches that families always stick together, whether in illness or in health, in celebration or in disappointment. Some families are made up of many people, and some are much smaller. Sometimes family members look like each other, and sometimes they don't! But even though every family is different, the love is all the same. In Reception, the story is used as a catalyst for discussing and comparing our own families.
	Key text: 'My Map Book' by Sara Fanelli **What is the book about?** In each spread of this bold and humorous picture book, children can examine their place in the world around them through detailed and engaging maps that are drawn from a child's perspective. Twelve beautifully illustrated maps, such as Map of My Day and Map of My Family, will fascinate children, teaching about both mapping and telling one's story. When finished reading the book, children can unfold the jacket—it turns into a poster-size map for them to use for drawing and creating. The children use the text to discuss their place in the world and places which are special to them.

	Key text: 'Binny's Diwali' by Thrity Umrigar **What is the book about?** Binny is excited to talk to her class about her favourite holiday. But she struggles to find the words. Taking a deep breath, she tells her classmates about the fireworks that burst like stars in the night sky, leaving streaks of gold and red and green. She shares with them delicious pedas and jalebis and she shows them clay lamps, called diyas, which look so pretty that all of the children ooh and aah. We use the text to explore what a celebration is and ways celebrations can be celebrated. Children who celebrate Diwali are encouraged to share their experiences with the class.
	Key text: 'Diwali (Celebrate the World)' by Hannah Eliot **What is the book about?** Each autumn we gather with our friends and family and light our brightest lanterns. It's time for Diwali, the festival of lights! In this lovely board book with illustrations from Archana Sreenivasan, readers learn that the five days of Diwali are a time to pray for a bountiful season, celebrate the special bonds between siblings, and rejoice in the victory of light over darkness and good over evil.
	Key text: 'Kipper's Birthday' by Mick Inkpen **What is the book about?** Kipper's birthday is tomorrow. He bakes a yummy cake to share with his friends and writes some invitations. But when he writes 'come tomorrow' and hands them out on his birthday morning, things all get a bit confusing ... Luckily it all turns out well in the end when his friends arrive with the best present ever! This charming story is perfect for teaching children about today, yesterday and tomorrow. A concept that young children can often struggle with. The story is also used to discuss our birthdays and birthdays of friends and families, how we celebrate these special events and how this makes us feel.
	Key text: 'You Must Bring a Hat' by Simon Phillip **What is the book about?** The only rule for attending this party is . . . you MUST bring a hat. But what if you don't own a hat? Will bringing a monkey wearing a hat be enough? Find out in this tale that builds to a gloriously surreal and hilarious ending.

	Key Text: 'The Jolly Christmas Postman' by Allan Ahlberg **What is the book about?** It's Christmas Eve and the Jolly Postman is delivering greetings to various fairy-tale characters - there's a card for Baby Bear, a game appropriately called 'Beware' for Red Riding Hood from Mr Wolf, a get-well jigsaw for hospitalised Humpty Dumpty and three more surprise gifts. The children will learn about different ways Christmas is celebrated around the world and think about how these celebrations have changed over the years.
	Key Text: 'Daddy Christmas and Hanukkah Mama' by Selina Alko **What is the book about?** This story follows a little girl called Sadie who has a Dad who traditionally celebrates Christmas and a Mum who traditionally celebrates Hanukkah. Sadie feels lucky because she gets to celebrate a mix of the two traditions, including golden tinsel sparkling under the Christmas tree, candy canes hanging on eight menorah branches, voices uniting to sing carols about Maccabees and the manger, and latkes on the mantel awaiting Santa's arrival.
Literacy	Children will start learning how to read and write through the teaching of phonics. Phonics will be taught using the Read Write Inc scheme. Phonics is the only way of teaching pupils how to read quickly and skillfully, by matching sounds to single letters or phonemes to graphemes. During our free-flow sessions, children will be encouraged to mark-make and use the sounds they have learnt, where appropriate. We will also encourage children to write phonetically in a range of contexts, based on their interests and linked to our themes - 'All About Me' for the first half term and 'Celebrations' after the half term holiday. Some of the children's writing will be led by their interests and some will be linked to our themes.
Maths	**We are learning about the following:** • Matching, sorting and comparing Matching objects; Identifying sets; Sorting objects and Comparing amounts • Measure and pattern Comparing size; Comparing mass; Comparing capacity; Creating patterns • Early Number (to 3) Find 1,2,3; Representing 1,2,3; 1 more and 1 less • Shape Circles; Triangles; Shapes in the environment; Position; Shapes with 4 sides

	• Numbers within 5 Find 4 and 5, Represent 4 and 5, 1 more and 1 less
Physical Development	**Gross Motor Skills** The children will be introduced to a range of equipment to develop their gross motor skills including bikes and scooters. We will encourage the children to throw and catch balls accurately, move in time to music and begin to follow rules when playing simple games which will encourage a range of movements including hopping, skipping, running, jumping, creeping, twisting and turning.
	Fine Motor Skills The children will be encouraged to use a pencil effectively using the tripod grip in most cases in preparation for fluent writing. When drawing the children will draw carefully in order to work on their accuracy skills. Children will use scissors for a range of purposes. The children will be painting, trying hard to maintain control when using thick paint brushes.
Understanding the world	**Past and Present** The children will learn all about different celebrations, exploring how people celebrate these special events and whether this has changed over the years. The children will be invited to tell the class about their experiences so that we gain an understanding of how different families celebrate events which are important to them. Children will also listen to a range of books to help them to explore these concepts further.
	People, Culture and Communities As part of our 'All About Me' unit the children will explore their new classroom environment and compare this to other familiar environments for example their homes. After half-term the children will learn all about how different people celebrate different celebrations including birthdays, Diwali, Christmas and Hanukkah.
	The Natural World Children will think carefully about where they live, including how this might be different to where their class friends live and where other people around the world live. The children will learn about the seasons and how this might differ to the weather around the world. The children will gain an understanding of which natural resources are available to build different houses and show a simple understanding of why different materials work better in different locations.
Expressive arts and	**Creating with Materials** The children will be encouraged to use resources appropriately to create observational drawings and pictures of people and objects, using a range of materials to express their feelings and ideas. They will be helped to verbally explain what they hope to

design	create before being supported to select the best media in order to fulfil their ideas. We will use a range of materials (for example playdough) to manipulate and create 3D artwork. Children will be encouraged to share their work with others, talking about the process of their work.
	Being Imaginative and Expressive The children will listen to music and be given the chance to explore instruments in order to create music of their own. They will discuss what they like and dislike about it and explore ways to move in time to it. Children will use costumes and resources to act out familiar stories and be encouraged to use these ideas to create their own stories.
Personal Development	**Being Me in My World -** The children will learn foundational emotional and social skills, including understanding belonging, similarities and differences, managing feelings, and being a kind friend. Children learn to create a charter for their classroom, understand the meaning of rights and responsibilities, and discuss how to work together. Key themes include recognising their unique qualities, safety, and knowing who to ask for help when they are worried
	Celebrating Differences - This topic focuses on teaching children that everyone is different, but these differences and similarities make us all special. The children will learn to be aware of differences between themselves and others and how these differences should be celebrated.
RE	**What Makes People Special? -** The children use a variety of circle times to discuss what we do with our families that makes us special, what is special about our class friends and who our role model could be and why. This is related to Christianity, thinking about who Jesus is and who he is special to. The children will look at the 10 commandments before thinking of our own classroom rules.
	Christianity (Christmas) - In this unit the children consider what would be a useful present for somebody who has had a baby and we discuss how people feel when they receive presents. The children hear and order the Christian Christmas story, before acting it out themselves. We explain that the wise men bought gifts and talk about why these gifts were special. We talk about whether everyone celebrates Christmas and why people may not celebrate this festival.