



Princess May Primary School

RECEPTION — CURRICULUM OVERVIEW

2026–2027

GLOBAL THEMES

We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.

Autumn 1: Black History Month Project **Spring 2:** Community Cookbook **Summer 2:** Community clear-up scheme

PERSONAL DEVELOPMENT — R.E.D

Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values: Respect; Empathy; Determination (R.E.D)

ORACY

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children through talk and to talk. We focus on teaching the following skills across the curriculum areas:

Physical: Use non-verbal signals to indicate a contribution to a discussion. Understand importance of posture

Linguistic: Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions

Cognitive: Justify an opinion with an Explanation. Ask a relevant question

Social & Emotional: Demonstrate active listening e.g. look at the speaker. Follow structure for turn-taking

SPEECH & LANGUAGE SUPPORT

In the EYFS, we also use Nuffield Early Language intervention and Hackney Education's Launch Pad for Language to support our pupils with Speech and Language. Pupils are introduced to new words each week with our Speech and Language Therapist.

	DISCOVER		EXPLORE		CREATE	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ interests/ Lines of enquiry	All About My School	Past and Present - Toys	Local Environment	The Natural World	London Our Royal Family	Climates Looking after our world
Core books	Where the wild things are; Bringing the rain to Kapiti plain Ruby's worry; The rainbow fish	I am Henry Finch Look up!; Winnie the Witch; Can't you sleep little bear?; Ravi's Roar; Hugless Dougless	Little Red The Magic Paintbrush; Let's go for a walk on the way home; People Who Help Us	The Tiny Seed The Extraordinary Gardener; I will not Ever Eat a Tomato; Camille and the sunflowers; The boy who hated toothbrushes	So much Willy the Wimp; The Night Pirates; Commotion in the Ocean; Somebody Swallowed Stanley; Why should I recycle?; George saves the world by lunchtime; Clean Up!;	Oi Frog! Homes in many cultures; Same Same but Different; The Queen's handbag; The Queen's Knickers!
Non-fiction/ Rhymes /Poems	Poem: On a wildlife safari. Non- fiction: All are welcome	Poem: Infant joy Non- fiction: The Barefoot Books Children of the world; Solar system and Space books	Poem: Who has seen the wind Non- fiction: Hello world! Weather	Poem: The Fairy School Under the Loch Non- fiction: RHS Let's get gardening by Royal Horticultural society	Poem: Fly away fly away over the sea Non- fiction: Findout Pirates! By DK	Poem: Frog and Toad by J.Patrick Lewis; The Dragonfly by Lord Alfred Tennyson Non- fiction: Pond (Look inside) by Louise Spilsbury
Communication and language – Listening attention and understanding	To understand how to listen carefully. To understand why listening is important. To be able to follow directions.	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures.	To retell a story. To follow a story without pictures or props.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back and forth exchanges.
Communication and Language-Speaking	To talk in front of a small group. To talk to class teacher. To learn new vocabulary.	To answer questions in front of whole class. To use new vocabulary throughout the day.	To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions e.g. and, because.	To share their work to the class- standing up at the front. To use new vocabulary in different contexts. To engage in non-fiction books.	To link statements and stick to a main theme. To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school. To talk about why things happen. To talk in sentences using a range of tenses.
SKILL PSED – Self regulation	To recognise different emotions -Colour Monster story, Rainbow Fish story. To understand how people show emotions. To focus during short whole class activities. To follow one step instructions.	To talk about how they are feeling. To begin to consider the feelings of others. To adapt behaviour to a range of situations - Class trip	To focus during longer whole class lessons. To follow two step instructions.	To identify and moderate their own feelings socially and emotionally. To consider the feelings and needs of others.	To control their emotions using a range of techniques. To set a target and reflect on progress throughout.	To maintain focus during extended whole class teaching. To follow instructions of three steps or more.
Skill PSED – Managing Self	To develop class rules and understand the need to have rules. To put coat on independently. To explore different areas within the Year R environment. To use the toilet and wash hands independently.	To have confidence to try new activities. To get changed for P.E with support. To change Footwear independently – Wellies.	To begin to show resilience and perseverance in the face of challenge. To put coat on independently.	To understand the importance of healthy food choices. To identify and name healthy foods. Oral health.	To manage own basic needs independently.	To show resilience and perseverance in the face of challenge. To show a 'can do' attitude.
Skill PSED- Buildings Relationships	To seek support of adults when needed. To gain confidence to speak to peers and adults.	To play with children who are playing with the same activity. To begin to develop friendships. To have positive relationships with all Year R staff.	To begin to work as a group with support. To use taught strategies to support turn taking- sand timers.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group. To begin to develop relationships with other adults around the school.	To have confidence to communicate with adults around the school. To have strong friendships. Transition to year 1.
Physical – fine motor	Writing own name – Self registration daily. Further develop the skills they need to manage the school day successfully e.g. lining up queuing, mealtimes, personal hygiene. Develop fine motor skills – holding pencil correctly, using scissors to snip paper.	Writing own name – Self registration daily. Continue to Develop fine motor skills – holding pencil correctly, using scissors.	Writing own name – Self registration daily. To write letters using the correct letter formation using a tripod grip.	Writing own name – Self registration daily. Know and talk about all the different factors which support their overall health and wellbeing: regular physical activity, toothbrushing, sensible amounts of 'screen time', having a good sleep pattern routine,	Writing own name – Self registration daily. Develop the foundations of a handwriting style which is fast, accurate and efficient. To hold scissors correctly and cut out small shapes.	Writing own name – Self registration daily. To independently use a knife, fork and spoon to eat a range of meals.

				being a safe pedestrian.		
Physical – P.E	Introduction to P.E unit 1 and 2	Fundamentals units 1 and 2	Ball skills unit 1 and 2	Gymnastics unit 1 and 2	Dance unit 1 and 2	Games unit 1 and 2
Mathematics	Early mathematical experiences. Pattern and early number. Numbers within 6.	Addition and Subtraction within 6. Measures. Shape and sorting. Calendar and time.	Addition and subtraction within 10. Numbers within 15.	Grouping and sharing. Numbers within 20. Doubling and Halving.	Shape and pattern. Addition and Subtraction within 20. Money.	Measures. Depth of Numbers within 20. Numbers beyond 20.
Literacy Comprehension	Talk through stories, Literacy Tree	Talk through stories, Literacy Tree	Talk through stories, Literacy Tree	Talk through stories, Literacy Tree	Talk through stories, Literacy Tree	Talk through stories, Literacy Tree
Literacy – word reading	RWI, Literacy Tree	RWI, Literacy Tree	RWI, Literacy Tree	RWI, Literacy Tree	RWI, Literacy Tree	RWI, Literacy Tree
Literacy -Writing	Writing own name – Self registration daily. RWI, Literacy Tree	Writing own name – Self registration daily. RWI, Literacy Tree	Writing own name – Self registration daily. RWI, Literacy Tree	Writing own name – Self registration daily. RWI, Literacy Tree	Writing own name – Self registration daily. RWI, Literacy Tree	Writing own name – Self registration daily. RWI, Literacy Tree
Understanding the World Past and Present	History of our school- Black History Month Mae.C Jameson	Kapow – Peek into the past. Memories and experiences from their own past. <i>Trip to Museum of the Home (Exploring Home workshop)</i>	To know about figures from the past- Neil Armstrong and Buzz Aldrin	To know about the past through settings, characters and events encountered in books read in class and storytelling. (Vincent Van Gogh) – Camile's sunflowers	To talk about the lives of people around them and their roles in society – Past and Present (To include Our King (King Charles III))	To know about the past through settings, characters and events encountered in books read in class and storytelling
Understanding the World Culture and communities	Walk around the school. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. African savannah – Bringing the Rain to Kapiti Plain, Harvest, Black History Month	Understand that some places are special to members of their community – religious buildings. Understand that people have different beliefs and celebrate special times in different ways. Remembrance Day, Hanukkah, Bonfire night, Christmas Map it – Draw information from a simple map. Walk in the community.	Understand that people have different beliefs and celebrate special times in different ways. Making books about their own families. Name and describe people who are familiar to them. People who help us. Chinese New Year, St. Andrew's Day, Holi	Draw information from a simple map. Identifying the sea on a map. Making their own treasure maps. Shrove Tuesday, Easter	Understand that people have different beliefs and celebrate special times in different ways. Homes from around the world. Talk about members of their immediate family and community. Eid, St. George's Day, Wesak	Recognise some similarities and differences between life in this country and life in other countries. Eid
Understanding the World Natural World	Changing Seasons. Understand the effect of changing seasons on the natural world around them – Autumn. Kapow: Animals. Investigating the habitats of animals by exploring where different creatures live and how their environments meet their needs. The children observe and compare animals and their habitats, sort living things based on similarities and differences and develop their understanding of the natural world through outdoor learning, songs and creative activities.	Changing Seasons. Light and dark. Understand the effect of changing seasons on the natural world. Winter. Explore the natural world around them. Light/dark and shadows-projector. Mud kitchen.	Local Environment. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Winter. Plants. Finding out about the natural world around them. RSPB big garden bird watch. Kapow: I am a scientist. Examining changes and processes in the natural world by asking questions and carrying out simple enquiries. The children explore how pushes and pulls affect movement, compare objects that float and sink and observe how materials change in different conditions through practical investigations with ice and chocolate.	Natural World. Understand the effect of changing seasons on the natural world around them. Spring. Describe what they see, hear and feel whilst outside. Planting seeds-flowers and vegetables. Visit Dalston Eastern Curve Garden. CP Using digital microscopes – Plants and flowers.	Plastic pollution. Life cycles. Describe what they see, hear and feel whilst outside – care for natural world – plants/flowers/vegetables growing. Observe changes. To know some things in the world are man – made and some things are natural. Describe what they see, hear and feel whilst outside. Kapow: Our natural world. Exploring the outdoor environment and identifying plants using the senses to observe and describe natural objects. The children learn about the parts of flowering plants through role-play, investigate what plants need to grow by planting seeds and explore simple ways to care for the natural world.	Climates. Finding out about the natural world around them. Life cycle of a frog. Floating and sinking. At Sea – Caring for our planet. Life cycle of a chick. Understand the effect of changing seasons on the natural world around them. Summer
Understanding the World technology/ Digital world	Using a computer. Using iPads to take photographs and videos of each other. Record a video greeting. Choose a picture to print. CP Torches.	Using a computer. Parts of an iPad – logging in, launching apps etc. Parts of a laptop. Logging into a laptop. Using a mouse. Launching programs.	Programming 1 Computing unplugged: Giving each other instructions. Program a human robot dance (https://tinyurl.com/cyfsrobotdance). Moving a wheeled toy in steps (https://tinyurl.com/cyfstovcar)	Exploring hardware. Tinker tray – digital devices (unplugged printers, cameras, keyboards, mice, monitor...) CP Using digital microscopes – Plants and flowers.	Programming Beebots. Programming them forwards and backwards, turning. CP Using digital microscopes – mini beasts.	Introduction to data. Using a program to make pictograms e.g. How do we get to school? Answering simple questions about a pictogram e.g. How do most children get to school? How many children come to school on the bus? (https://tinyurl.com/cyfspictograms) Busy things.
EAD – Creating with materials	Self portraits using a selection of different media. Kapow, Drawing: Marvellous marks. Share their creations with adults and peers. Experiment with paint mixing independently.	Investigating materials and construction techniques using junk modelling while developing scissor skills and joining methods. Kapow, DT Structures: junk modelling.	To explore different techniques for joining materials – Glue stick, PVA, Masking tape, split pins, tape, hole punch and string. Paper Sculpture. Kapow: Art Sculpture & 3D: Creation station. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Investigating properties of materials through water play to discover which materials are waterproof and whether they float. Kapow: Structures: Boats.	Experiment with using different textures and paint mixing. Kapow Art Craft & Design: Let's get crafty. To learn about the artist and works of Vincent Van Gogh – produce sunflower pictures using texture. To draw/paint observational drawings.	Exploring vegetables, where they come from and how they can be prepared for cooking by designing and making a class soup. Kapow DT: Cooking and Nutrition.
EAD – Being Imaginative and expressive	Develop story lines in their own pretend play making use of props and materials. Watch and talk about dance and performance art, expressing their feelings and responses. African music and drumming- Divali workshop Charanga- Unit 1:Me!	Charanga Unit 2: My Stories. Nativity. Develop storylines in their pretend play – Space station.	Listen attentively, move to and talk about music, expressing their feelings and responses. Chinese Music, Scottish music/Highland dancing. Develop storylines in their pretend play – Chinese Restaurant. Charanga spring unit 1 Everyone!	Develop storylines in their pretend play – Garden centre role play. Charanga Spring unit 2 Our World	Listen attentively, move to and talk about music, expressing their feelings and responses. Dance – P.E Units Charanga Summer term unit 1 Big Bear funk	Recount narratives and stories Invent and adapt for a clear purpose in mind. Explore and engage in music making and dance, performing solo or in groups. Charanga Summer term unit 2 Reflect rewind and replay. Reception Graduation (Songs, poems, stories and dance).
Cultural capital/key experiences	Walk around the school. Nature trail/walk to collect Harvest grains. Making bread/pizza with harvested crop.	Trip to Museum of the Home (Exploring Home workshop)	Walk in the community. Eating Chinese food. RSPB Big garden bird watch	Visit to Dalston Eastern Curve Garden Community dentist visit	Visit to the local Library Hatching chicks.	Visit to Hackney Farm.