

Early Years Foundation Stage (EYFS) – Curriculum Overview for Peel Park Reception.

In Reception, our bespoke curriculum is carefully designed to support children to grow as confident, curious and independent learners. Learning is organised through engaging themes across the year, which link to children's interests, real-life experiences, and the wonderful diversity and cultures of Bradford and the surrounding areas of our Peel Park Community.

Our planning ensures that all learning experiences are connected and meaningful, covering the seven areas of the EYFS curriculum:

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
----------------------------	--	----------------------	----------	-------	-------------------------	----------------------------

Rather than teaching subjects in isolation, we provide opportunities for children to learn through play, exploration and active investigation, helping them make links across **all** areas of learning.

At Peel Park, everything we do is underpinned by our school values of being ready, respectful and safe. Children are supported to be ready to learn, to show respect for themselves, others and the world around them, and to make choices that keep themselves and others safe.

Learning takes place through a balance of play-based exploration and guided teaching, allowing children to investigate, ask questions and develop a deep understanding of new ideas. We provide a nurturing and language-rich environment where children feel valued and supported to take risks in their learning.

A key part of our approach is developing the **Characteristics of Effective Learning**. Children are encouraged to explore, stay motivated and think creatively, helping them to become curious learners who enjoy solving problems and making connections. We aim to nurture children to become **independent, respectful and responsible individuals** who can make a positive contribution to their community.

We make the most of our local area, using outdoor learning, visits and community links to bring learning to life. Through these experiences, children develop a strong sense of belonging and learn to value the diverse cultures and experiences within our school community.

These skills are embedded across all areas of the curriculum. For example, children may explore materials in science, use language to explain their thinking, work collaboratively in role play or apply mathematical understanding in practical situations.

Planning is progressive across the year, beginning with a focus on settling in, communication and relationships, and developing towards independence, problem-solving and deeper thinking. Through carefully planned experiences, children revisit and build on their knowledge, allowing learning to become secure.

By the end of Reception, children are supported to achieve a Good Level of Development (GLD). They are confident communicators, able to manage their own needs, work with others and apply their knowledge across different contexts. This ensures they are well prepared for the National Curriculum in Year 1, with the skills, knowledge and attitudes needed for continued success.

SCHOOL TERM	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TERM DATES	7 WKS 3rd Sept – 23rd Oct	7WKS 2nd Nov – 18th Dec	6 WKS 4th Jan – 12th Feb	5 WKS 22nd Feb – 25th March	7 WKS 12th Apr – 28th May	6 WKS 7th June – 21st July
KEY DATES/ CELEBRATIONS <i>Please make sure you are checking Class Dojo daily as other key dates – such as Parent Stay & Play Sessions and Parents Evening will be communicated here.</i>	Start of school year Harvest Festival (September/October) Black History Month (October) World Mental Health Day – 10th October Dyslexia Awareness Day (October) Diwali (late October – may fall in half term) Halloween – 31st October	Diwali (if not covered before half term) Bonfire Night – 5th November Remembrance Day – 11th November Children in Need (November) Advent (December) Christmas celebrations and Nativity Hanukkah (December)	New Year – 1st January Chinese New Year / Lunar New Year (January/February) LGBT+ History Month (February) Safer Internet Day (February) Children's Mental Health Week (February) Valentine's Day – 14th February	Ramadan (February/March) World Book Day (March) International Women's Day – 8th March British Science Week (March) Mother's Day (March) Holi (March) Easter (school closes 25th March 2027)	Easter celebrations Eid al-Fitr (likely April) World Autism Awareness Day – 2nd April Autism Awareness Month (April) St George's Day – 23rd April Earth Day – 22nd April VE Day – 8th May Mental Health Week	Eid al-Adha (likely June) World Environment Day – 5th June World Oceans Day – 8 th June Healthy Eating Week (June) Father's Day (June) Refugee Week (June) Transition to Year 1 Sports Day End of year celebrations
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

MAIN THEME	MARVELLOUS ME!	ONCE UPON A TIME – LET'S CELEBRATE	OUT OF THIS WORLD	MYTHS AND LEDGENDS	LIFE ON EARTH	WORLD OF WONDER
LINKED ENQUIRY QUESTION	Who am I and where do I belong?	What can we learn from stories and traditions?	What is beyond our world and how do we understand it?	How do stories help us understand the past and imaginary worlds?	How do living things grow, change and survive?	How can we explore and care for our world?
<i>(This is not limited and may change to follow the interests of the children).</i>	Children settle into school life, explore identity, family, community and routines. Developing confidence, respect, an understanding of rules, relationships and a sense of belonging.	Children explore traditional tales, developing language, imagination and early comprehension of problems, solutions and moral themes. They	Children investigate space, dinosaurs, heroes and celebrations, developing curiosity about the past, future and wider world, including cultural experiences.	Children explore fantasy and historical themes, including castles and dragons, developing understanding of past vs present, storytelling and imagination.	Children learn about lifecycles, plants, animals and the human body, developing understanding of growth, change and caring for living things.	Children apply their learning through exploring animals, habitats and environments, making connections to the wider world. They collaborate, reflect and celebrate their learning journey, preparing for transition to Year 1.
EXPERIENCES	Children explore identity, family and belonging, learning about their school and local community (Undercliffe/Bradford). They visit Peel Park, observe local features and begin to understand where they live within Yorkshire and the wider world. They meet or learn about people who help us (e.g. local firefighters, community workers),	Children explore traditional tales to understand problem-solving, characters and moral choices, linking stories to real-life experiences. They explore seasonal change in the local area, woodland habitats (linked to stories), and celebrations in their community (Harvest, Diwali, Christmas). Learning connects to	Children explore space, dinosaurs and the past, developing curiosity about time, change and discovery. They compare past and present knowledge (e.g. space travel). They learn about significant people (astronauts, scientists) and explore global cultures and celebrations (Chinese New Year, Ramadan,	Children explore castles, dragons and historical life, comparing past and present ways of living. A visit to Skipton Castle provides a real-life link to history, geography and the natural environment. They investigate materials, structures and landscapes (e.g. hills, rivers, woodland), linking learning to	Children explore lifecycles, plants, animals and the human body, observing changes through hands-on experiences (e.g. chicks, caterpillars, planting). Learning is linked to the local environment through visits (e.g. farms, green spaces) and encourages children to understand care, responsibility and healthy living. They	Children explore animals, habitats and the wider world, including oceans, continents and environments. They learn to use simple maps and directional language, linking back to their knowledge of their local area. Children apply their learning through collaboration, problem-solving and real-world exploration, reflecting

	developing a sense of safety, community and inclusion.	local places of worship in Bradford, helping children understand diversity and shared values.	Eid), making links to the diverse communities within Bradford.	outdoor exploration and local experiences.	begin to compare life in Bradford with other parts of the world.	on their experiences and celebrating their progress as they prepare for transition to Year 1 and their future in the wider world.
COMMUNICATION & LANGUAGE (C&L) Communication and Language is at the heart of all learning in Reception at Peel Park. We provide a language-rich environment where children develop their skills in listening, understanding and speaking through play, conversation and structured activities. Children are supported to listen attentively, follow instructions and respond to what they hear in a variety of situations. Through stories, discussions and adult modelling, they develop their understanding and build a wide and meaningful vocabulary. Children are encouraged to express their ideas, feelings and experiences, using talk to make sense of the world around them. They learn to speak in sentences, ask questions, retell stories and engage in conversations with others. As children progress, they become more confident communicators, able to explain their thinking, describe events and use language for different purposes, supporting their readiness for Year 1 and continued learning across the curriculum.						
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Communication & Language Focus	<i>Confidence, routines, early language development</i>	<i>Developing sentence structure and narrative language</i>	Vocabulary development and early reasoning	Extending language and explaining thinking	Sustained conversation and explanation	Independence, fluency and readiness for Year 1
C&L Listening, attention and understanding	Settles into routines and begins to listen in small group situations Follows simple instructions linked to classroom routines	Children listen to stories with increasing attention and begin to respond to simple questions about what they have heard. They	Children listen attentively in larger group situations and respond to a wider range of questions, including “how” and	Children listen and respond appropriately in a range of contexts, following instructions and answering	Children maintain attention during group discussions and activities and respond appropriately to others in conversation,	Children listen attentively across a range of situations and show understanding through discussion, responses and

		show understanding of key events and characters in familiar stories.	“why.” They show increased understanding of instructions and discussions.	questions with growing understanding.	showing understanding of what has been said.	following more complex instructions.
C&L Speaking	Begins to use single words and short phrases to express needs Starts to talk about self, family and experiences Builds confidence to communicate with adults and peers	Children develop their use of simple sentences and begin to retell familiar stories using key vocabulary. They use talk within role play and storytelling to develop imagination and language.	Children use a wider vocabulary linked to their learning and begin to describe events and explain ideas. They engage in back-and-forth conversations, developing confidence in sharing their thoughts.	Children use longer sentences to share ideas and retell stories, beginning to explain their thinking and sequence events. They show increasing confidence when speaking in groups and during role play.	Children take part in conversations with sustained back-and-forth exchanges, using language to describe, explain and compare ideas. They begin to use past, present and future tense more consistently.	Children communicate confidently in full sentences, sharing ideas, asking questions and explaining their thinking clearly. They use appropriate vocabulary and tense and speak with increasing confidence in larger groups, demonstrating readiness for Year 1.

Literacy (Reading and Writing)

In Reception, Literacy is developed through two main areas: **Reading** and **Writing**. Our curriculum ensures that children build strong early skills in both, through a balance of structured teaching and meaningful, play-based opportunities.

Reading focuses on helping children become confident and fluent readers. At Peel Park, we follow the **Read Write Inc. (RWI)** phonics programme, which provides a structured and systematic approach to learning sounds, blending them to read words and recognising words by sight. Children are regularly assessed and taught in small, ability-based groups, allowing them to progress at their own pace. Daily phonics sessions support children to develop accuracy, fluency and a love of reading, alongside regular opportunities to enjoy stories and develop comprehension skills.

A key part of our English provision is **Drawing Club**, an engaging and creative approach to teaching early writing developed by Greg Bottrill. Drawing Club uses high-quality texts, stories, animations and imaginative prompts to inspire children's ideas and vocabulary. Through drawing, children explore characters, settings and stories before adding a "secret code" (writing), which may include sounds, words or simple sentences linked to their phonics learning. This approach supports children to make meaningful links between speaking, drawing and writing, while developing vocabulary, imagination and confidence.

Drawing Club provides a structured yet playful environment where children can experiment with mark making, sentence building and storytelling. It encourages children to become enthusiastic writers by giving purpose and excitement to writing, particularly supporting those who may be reluctant. The approach also strengthens fine motor skills, oral language and narrative development, helping children to communicate their ideas more effectively.

Writing focuses on developing children's ability to communicate their ideas through mark making, drawing and early writing. Children are encouraged to give meaning to their marks, progressing to writing letters, words and simple sentences. Writing is taught through engaging contexts such as stories, role play and real-life experiences, helping children to apply their phonics knowledge in meaningful ways.

Across both areas, children develop key skills including vocabulary, comprehension, spelling and sentence formation. High-quality texts and storytelling play a central role in supporting language development and imagination.

As children progress through Reception, they become confident early readers and writers who can use their phonics knowledge to read simple texts and write recognisable words and sentences, preparing them for the demands of the Year 1 National Curriculum.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2		
PHONICS - RWI	These are the Set 1 Speed Sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w	These are the Set 1 sounds written with two letters (Known as Digraphs). Your child will call these ‘special friends’: sh th ch qu ng nk ck				
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

LINKED TEXT TO READ FOR PLEASURE THAT COMPLIMENT THE TERMLY OBJECTIVES	Focus: Identity, feelings, relationships, starting school	Focus: Rhythm, storytelling, traditional narrative structure	Focus: Space, imagination, curiosity, discovery	Focus: Fantasy, storytelling, imagination, heroes	Focus: Growth, lifecycles, living things, nature	Focus: Diversity, world, oceans, cultures, environments
	Dogger – Shirley Hughes Hello Friend! – Rebecca Cobb Happy in Our Skin – Fran Manushkin The Same But Different Too – Karl Newson Find Your Happy – Emily Coxhead	Funny bones – Janet & Allan Ahlberg Meg and Mog – Helen Nicoll The Jolly Postman – Allan Ahlberg Peace at Last – Jill Murphy A Dark, Dark Tale – Ruth Brown	The Darkest Dark – Chris Hadfield How to Catch a Star – Oliver Jeffers George Saves the World by Lunchtime – Jo Readman There’s a Tiger on the Train – Mariesa Dulak Martha Maps It Out – Leigh Hodgkinson	The Bear and the Piano – David Litchfield The Bog Baby – Jeanne Willis Dave’s Cave – Frann Preston-Gannon The Lion Inside – Rachel Bright The Story of Tantrum O’Farrill – Cressida Cowell	The Tiny Seed – Eric Carle One Snowy Night – Nick Butterworth Do You Love Bugs? – Matt Robertson My Pet Goldfish – Catherine Rayner Cycle City – Alison Farrell	The Rainbow Fish – Marcus Pfister The Coral Kingdom – Laura Knowles Leaf – Sandra Dieckmann I See the Sea – Julia Groves Last Stop on Market Street – Matt de la Peña
These additional texts provide opportunities to further develop children’s vocabulary, imagination and understanding, complementing core texts through exposure to a wide range of high-quality literature. Please note that we reserve the right to change any of the listed texts in line with children's interests at the time.						
WRITING	Mark making with a variety of media. Copy the daily phonics sounds.	Holding a pencil/pen to write our own name/initials and label our own pictures and work. Write the daily phonics sounds.	Labelling our pictures Write CVC words. Write words using phonetic knowledge.	Writing - ‘I can see...’ sentences. Introduce capital letters, finger spaces, and full stops.	Sentence writing. Write phonetically plausible sentences, where most letters are formed correctly.	Sentence writing. Book Review. Weather Report. Letter to new teacher.
PHYSICAL DEVELOPMENT						

Physical Development in Reception supports children to become confident, coordinated, and independent in their movements and daily routines. It is developed through three key areas: gross motor skills, fine motor skills, and self-care.

Gross motor skills focus on large movements such as running, jumping, balancing, and climbing. Children develop strength, coordination and control through outdoor play, PE sessions, and active learning opportunities.

Fine motor skills focus on small movements, particularly in the hands and fingers. These are essential for tasks such as writing, drawing, cutting, and using tools. Children develop these through activities such as dough work, mark-making, construction, and creative tasks.

Self-care supports children in managing their own needs, including dressing, toileting, hygiene, and healthy choices. Children learn routines that build independence, confidence, and responsibility.

Development is carefully planned through play-based experiences and links closely to other areas of learning, ensuring children are well prepared to meet the Physical Development Early Learning Goals (ELG) and transition into Year 1.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PHYSICAL DEVELOPMENT KEY FOCUS	Independence, routines, and early coordination	Control, coordination and independence	Strength, control and developing stamina	Precision, coordination, and independence	Control, accuracy and healthy lifestyles	Independence, fluency, and readiness for YR1
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GROSS MOTOR SKILLS	Children develop confidence moving in different ways, beginning to run, climb and balance safely within the indoor and outdoor environment.	Children develop coordination through movement linked to stories, using actions, balancing and simple climbing equipment.	Children develop agility and control through movement, dance and obstacle play, including imaginative movement (e.g. link	Children refine movement skills through balancing, climbing and coordination activities, including outdoor building and	Children move confidently with control and coordination, showing increasing stamina in physical activities such as	Children demonstrate control, balance and coordination in a range of movements, including negotiating space and participating in games and activities.

			to themes space, dinosaurs).	role play (e.g. link to themes castles, dragons, knights).	running, jumping and outdoor play. Can ride the balance bikes/scooters independently demonstrating control and balance.	
Fine motor skills are developed through repeated opportunities to build strength, control and coordination in the hands and fingers. These activities support writing readiness, independence, and manipulation skills.						
FINE MOTOR FOCUS	<i>Early exploration, strength, basic control</i>	Developing control, introducing tools and coordination	Coordination, control, imaginative application	Precision, strength, and purposeful manipulation	Refining control, linking to writing and real-life application	Independence, fluency, application of skills
FINE MOTOR SKILLS	Children begin to develop control when using tools such as pencils, scissors, and simple implements through activities like dough disco, mark making and sensory play.	Children strengthen hand muscles through cutting, sticking, modelling and early writing tasks, linked to story-based activities.	Children show increasing control when using tools and materials, developing pencil grip and beginning to form recognisable letters.	Children use tools with increased precision, showing accuracy in drawing, cutting, and construction tasks. Established dominant hand and strength in mark-making.	Children form letters more accurately and use tools effectively for writing, drawing, and creative tasks.	Children use a secure pencil grip and show control in writing and detailed work, preparing for Year 1 expectations.
INDOOR ACTIVITIES	Picking up small objects such as buttons, beads and pasta Using peg boards Dropping coins into jars or slots Squeezing sponges or	Using tweezers or tongs to sort objects Threading large beads and pasta Using lacing cards Cutting with scissors (simple lines)	Threading smaller beads and objects Sewing with thick needles and wool Building with small construction toys Using pipettes and	Cutting with increasing accuracy Using hole punches, staplers and joining tools Detailed drawing and mark making	Forming letters with correct formation Writing simple words and labels Drawing with increasing detail and control	Writing simple sentences and captions Using a secure pencil grip consistently Creating detailed drawings and models Independent use of

	soft balls Opening and closing containers and jars Rolling, squeezing, and pinching playdough Simple Dough Disco activities Drawing, colouring and early mark making Using chunky pencils, crayons, and chalk	Using glue spreaders and basic tools Playdough rolling, pinching, and shaping Tracing simple patterns and shapes Whiteboard mark making.	droppers Improving scissor control Drawing with increasing detail Beginning to form letters.	Using smaller construction materials Refining pencil grip and control	Using scissors for more complex shapes Manipulating smaller objects with precision	tools and materials Combining skills (cutting, sticking, drawing, writing)
OUTDOOR ACTIVITIES	Collecting natural objects such as leaves, sticks and stones Picking up and sorting small objects Using scoops and containers in sand and water Carrying and transporting objects Filling and pouring sand and water Water play with scoops and containers	Using tweezers to sort natural materials Threading large natural objects onto string Weaving through simple outdoor frames or fences Using paintbrushes with water on walls Large-scale chalk drawing Using buckets, pouring, and transferring water	Using droppers and pipettes in water play Large mark making using paint, rollers and sponges Building structures with loose parts Weaving materials through outdoor structures Climbing, pulling, and lifting to build strength	Using hand tools such as trowels and spades Digging and manipulating soil Using hand drills (e.g. conker drilling) Hammering into soft materials Clay sculpting outdoors Painting with larger brushes and tools	Threading natural materials such as flowers and leaves Making models using mud, sticks and natural resources Using tools in the mud kitchen with control Painting detailed pictures on larger surfaces Exploring textures using fingers and tools	Creating large-scale artworks with chalk, paint and natural materials Designing maps and patterns outdoors Building and constructing with a range of materials Using tools independently in sand, water and mud areas Combining mark making and storytelling in outdoor play

FINE MOTOR DAILY TASKS	Dough Disco and Finger Gym activities are practised each morning.					
SELF CARE	Children learn to manage basic routines such as toileting, hand washing and dressing, beginning to develop independence when settling into school.	Children become more independent in dressing (e.g. coats, PE kits) and begin to understand healthy habits. They feed themselves independently using cutlery.	Children manage personal needs more independently and begin to understand how physical activity keeps them healthy. They can pour their own water at lunch.	Children demonstrate independence in managing their needs and begin to take responsibility for their belongings. Showing an increasing desire to 'do it themselves.'	Children understand the importance of healthy eating, hygiene and exercise, linking to learning about the body and life cycles.	Children manage their own needs confidently, including dressing, hygiene and organisation, showing independence and readiness for transition.

PD – Physical Education (PE) in Reception

At Peel Park, we follow a high-quality Physical Education programme supported by **Beyond the Physical**, which provides a **research-informed, mastery-based and child-centred approach to PE**.

The programme is carefully aligned with the **EYFS framework and Development Matters**, ensuring that children develop key foundations in **movement, coordination, communication and social interaction through active play**.

Sessions are designed to be engaging, practical and inclusive, developing children's **physical literacy through movement-based activities**. These support not only physical development but also **confidence, teamwork, early language skills and emotional regulation**, all of which are essential in the early years.

In 2026, Peel Park Primary School was recognised for the high quality of its physical provision and was awarded an **Outstanding Sports in Schools Award**, reflecting our commitment to promoting active, healthy lifestyles for all children.

Children in Reception also benefit from access to **extra-curricular physical activity clubs**, which begin to introduce teamwork and sport-specific skills. As children progress through the school, this provision supports them to take part in **team sports across Bradford**, with opportunities for competitive and collaborative play.

We have strong links with **Bradford City Youth and local sports coaching programmes**, which further enhance children's experiences and provide aspiration, role models and pathways into lifelong participation in sport.

TERM	AUTUMN 1 Introduction & Movement Exploration	AUTUMN 2 Movement Through Story	SPRING 1 Agility & Imaginative Movement	SPRING 2 Balance, Control & Structure	SUMMER 1 Strength, Stamina & Application	SUMMER 2 Games, Teamwork & Independence
Physical Education P.E Beyond the Physical	Children begin by exploring their bodies and how they move. Sessions focus on developing basic movement skills such as walking, running, jumping and stopping safely. Children learn how to follow instructions, explore space and begin to understand rules. Activities are playful and exploratory, building confidence and enjoyment in physical activity.	Children develop coordination and control through movement linked to stories and imagination . They explore actions such as balancing, climbing and moving in different ways (e.g. sneaking, jumping, chasing). Early teamwork skills are introduced, along with an awareness of space and others.	Children develop agility, speed and coordination through imaginative play (e.g. astronauts, dinosaurs, superheroes). Sessions focus on changing direction, responding to instructions and developing stamina. Children begin to take part in simple group games and follow multi-step instructions.	Children refine their physical skills through balancing, climbing and controlled movements , including the use of simple apparatus. Activities begin to include sequences of movement , early dance and structured games. Children develop teamwork, cooperation and problem-solving through physical challenges.	Children apply their developing skills in more structured activities, showing increasing control, coordination and stamina . Ball skills are introduced, including throwing, catching and aiming. Children develop awareness of health and exercise, linking physical activity to their understanding of the body.	Children demonstrate confidence and independence in physical activity. They take part in simple team games , showing understanding of rules, cooperation and fair play. Children combine skills such as running, balancing and ball control. They showcase these skills in the schools – Health Scholls Week. This all is great preparation for Key Stage 1 PE and organised sport .

MATHS

We follow the **White Rose Maths (WRM)** scheme alongside guidance from the **NCETM (National Centre for Excellence in the Teaching of Mathematics)** to support a **mastery approach** in Reception.

A mastery approach means that children develop a **deep understanding of number and mathematical concepts**, rather than moving on too quickly. Children are given time to explore, revisit and apply their learning so that knowledge is secure and meaningful. Learning is carefully structured using three stages:

- **Concrete** – children use real objects (e.g. counters, cubes) to explore concepts
- **Pictorial** – children represent ideas through pictures and diagrams
- **Abstract** – children begin to use numbers and symbols

This progression helps children make strong connections and understand how mathematics works. Through WRM and NCETM, children:

- Develop confidence in **number, counting and patterns**
- Learn to **reason, explain and solve problems**
- Build strong foundations for future maths learning

Activities are practical, engaging and often play-based, supporting children to learn at their own pace while being both supported and challenged.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS - WRM <i>White Rose Maths Daily sessions supporting Maths Mastery</i>	Baseline/ Get to know your learners (1wk) Match, sort, and compare (2wks) Talk about measure and patterns (2wks) It's me 1, 2, 3 (2wks)	Circles and triangles (1wk) 1, 2, 3, 4, 5, (2wks) Shapes with 4 sides (1wk) Alive in 5 (2wks) Mass and Capacity (1wk)	Growing 6, 7, 8 (2wks) Length, height and time (2wks) Explore 3D Shapes (2wks)	Building 9 and 10 (3wks) To 20 and beyond (2wks) How many now? (1wk)	Sharing and grouping (2wks) Manipulate, compose and decompose (2wks)	Visualise, Build and Map (3wks) Make connections (1wk) Consolidation
MATHS – NCETM MASTERY <i>Weekly blocks of learning over 4 days with 1 day consolidation.</i>	Baseline (2wks) 1 – Subitising 2- Counting, cardinality and ordinality 3-Composition 4- Composition	5- Comparison 6- Counting, ordinality and cardinality 7- Comparison 8- Composition 9- Composition	11- Subitising 12 - Counting, ordinality and cardinality 13- Composition 14- Composition 15- Comparison	17- Comparison 18- Composition 19- Composition 20- Composition 21- Counting, ordinality and cardinality	22- Subitising 23- Composition 24- Composition 25- Comparison 26- Subitising on a rekenrek 27- Counting review assess	28- Recall, review and assess 29- Comparison, review and assess 30 – Pattern, review and assess 31 – Understanding, review and assess

	Consolidation and assessment (1wk)	10- Counting, ordinality and cardinality Consolidation and assessment (1wk)	16- Counting, ordinality and cardinality Consolidation and assessment (1wk)	Consolidation and assessment (1wk)	Consolidation and assessment (1wk)	
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED) Personal, Social and Emotional Development (PSED) supports children to understand themselves, build positive relationships and manage their feelings and behaviour. In Reception, this is developed through three key areas: Self-Regulation, Managing Self, and Building Relationships. Children learn to recognise and talk about their feelings, develop confidence in themselves and their abilities, and begin to manage their own behaviour. They are supported to build positive relationships with others, learning how to share, take turns and work collaboratively. Our curriculum provides a nurturing, inclusive environment where children feel safe and valued. Through play, group work and real-life experiences, children develop resilience, independence and empathy. Learning is linked closely to our school values of being ready, respectful and safe, supporting children to make positive choices. Peel Park uses the ‘My Happy Mind’ scheme to support this key development. Grounded in positive psychology and neuroscience, sessions aim to develop resilient, confident, independent children and enables them to understand how to keep mentally healthy now and in the future. As children progress, they become confident individuals who can manage their emotions, build friendships and take responsibility for their actions. This prepares them to achieve the Early Learning Goals (ELG) and successfully transition into Year 1.						
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Personal, Social and Emotional Development (PSED) My Happy Mind	Meet Your Brain Self-regulation: My feelings. L1 Identifying my feelings L2 Feelings jar L3 Coping strategies L4 Emotional Adjectives L5 Facial expressions L6 Creating calm corners	Celebrate Building relationships: Special relationships. L1 My family L2 Special People L3 Sharing L4 I am unique L5 My interests L6 Similarities and differences	Appreciate Managing self: Taking on challenges. L1 Why do we have rules L2 Building towers L3 Team den building L4 Grounding L5 Team Races L7 Circus skills	Relate Self-regulation: listening and following instructions. L1 Simon Says L2 Listening to a story L3 Pass the whisper L4 Obstacle race L5 Blindfold Walk L6 Treasure hunt	Engage Building relationships: My family and friends. L1 Festivals L2 Sharing L3 What makes a good friend? L4 Being a good friend L5 Teamwork	Manage Managing myself: My wellbeing. L1 What is exercise? L2 Yoga and relaxation L3 Looking after ourselves L4 Being a safe pedestrian L5 Eating healthy L6 A rainbow of food.

					L6 Celebrating	
PSED - KEY FOCUS	Settling in, confidence and forming relationships	Understanding emotions and developing friendships	Independence, resilience and cooperation	Self-control, perseverance and teamwork	Empathy, responsibility and independence	Independence, resilience and readiness for Year 1
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PSED - Self Regulation	Children begin to recognise their feelings and are supported to express them with adult guidance. They learn to manage simple emotions when settling into school routines.	Children begin to manage their emotions more independently and understand how characters in stories feel.	Children begin to regulate their behaviour in a wider range of situations and manage challenges with support.	Children begin to understand the impact of their behaviour on others and manage their emotions more consistently.	Children manage their feelings appropriately and begin to use strategies to calm themselves when needed.	Children regulate their behaviour effectively, understanding how their actions affect others and responding appropriately.
PSED - Managing Self	Children begin to follow class rules and routines, learning what it means to be ready, respectful and safe . They develop confidence to explore new environments.	Children follow rules and expectations with increasing independence and begin to understand why they are important.	Children show increasing independence, taking responsibility for following routines and making good choices.	Children follow rules independently and demonstrate perseverance when faced with challenges.	Children show independence in managing routines and taking responsibility for their behaviour and choices.	Children demonstrate independence, confidence and resilience, following expectations and adapting to new situations.
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PSED – Building Relationships	Children begin to form relationships with adults and peers, learning to share, take turns and play alongside others.	Children build friendships, learning to cooperate and work together during play and group activities.	Children engage in collaborative play, taking turns and sharing ideas within group activities.	Children work collaboratively, solving problems together and building positive friendships.	Children show empathy and understanding towards others, developing deeper and more secure friendships.	Children build strong relationships, working collaboratively, resolving conflicts and showing kindness and

						respect towards others.
Understanding the World (UTW) Understanding the World (UTW) helps children make sense of their surroundings by exploring people, places and the natural environment. In Reception, this area of learning is taught through three key strands: • Science (The Natural World): Children explore plants, animals, materials, weather and seasonal changes. They investigate how things work, observe changes over time and develop early scientific skills such as predicting and questioning. • Geography (People, Culture and Communities / The World): Children learn about their local area and the wider world. They explore different countries, cultures, habitats and environments, and begin to understand similarities and differences between places. • History (Past and Present): Children develop an understanding of time by talking about their own lives, family experiences and events in stories. They begin to recognise differences between the past and present. Learning is practical and play-based, allowing children to explore, ask questions and make connections, helping them build curiosity and a deeper understanding of the world around them.						
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
UTW- Science (The Natural World):	Children explore materials, their properties and seasonal change (Autumn) through sensory play and investigation. They observe trees, plants and natural objects (leaves, conkers, acorns), beginning to identify differences (deciduous/evergreen). Learning links to traditional tales, where children investigate materials (e.g. <i>Three Little Pigs</i>), explore habitats (forests, farms) and develop early enquiry skills (predicting, testing, observing). Children also learn about food, harvesting and the local environment, including recycling.		Children explore seasonal change (Winter), weather and states of matter through activities such as melting and freezing. They investigate Arctic animals, habitats and climate, and are introduced to dinosaurs and fossils, learning about the role of scientists (e.g. archaeologists, astronauts and botanists). They explore light, dark, shadows and space, including planets and astronauts. Hands-on investigations support understanding of materials, forces, gravity and movement.		Children develop their understanding of living things and life cycles (e.g. tadpoles, caterpillars) and compare habitats and environments around the world. They learn about healthy lifestyles and how living things grow and change. Through themes such as castles and outdoor environments, children explore materials, construction and forces, using natural resources to build and test ideas. Outdoor learning supports investigation of	

			plants, animals, water and weather , developing observation and enquiry skills.
UTW- Geography (People, Culture and Communities and The World):	Children begin by exploring themselves and their families, sharing photos and talking about similarities and differences. They learn about their school and local community, including people who help us (e.g. firefighters). Children are introduced to key celebrations such as Harvest, Bonfire Night, Remembrance and Christmas, developing respect for different beliefs and traditions, including the Nativity story. They learn about kindness, charity and helping others. AUTUMN TERM	Children explore different cultures and celebrations including Chinese New Year and Ramadan, learning about traditions, food and family life. They are introduced to significant people (e.g. astronauts, Mary Anning) and begin to understand how people contribute to society. Learning links to the wider world through space exploration, global cooperation and real-life heroes, promoting curiosity and aspiration. SPRING TERM	Children deepen their understanding of communities through past and present lives, exploring themes such as castles, kings and queens. Visits (e.g. Skipton Castle) help children understand historical communities and how people lived. Children reflect on their own experiences, developing a sense of belonging and identity, and celebrate the journey they have made over the year. SUMMER TERM
UTW- History (Past and Present):	Children begin to understand past and present through their own lives (e.g. baby photos, how they have changed). They explore significant local people and places (e.g. Peel Park) and learn about key events such as Harvest, Bonfire Night and Remembrance. Simple discussions introduce how things were different “long ago”, linked to real-life experiences and stories.	Children explore events beyond living memory, including dinosaurs, space travel and historical figures (e.g. Neil Armstrong, Mae Jemison). They begin to compare past and present knowledge and technology (e.g. space exploration). They learn about cultural and religious celebrations (e.g. Lunar New Year, Ramadan), understanding that some traditions have been followed for a long time.	Children deepen their understanding of the past through significant places and historical settings (e.g. castles). They learn that people lived differently in the past and begin to sequence simple events (e.g. daily life in a castle). They continue to compare past and present, developing awareness of how life has changed over time.
EXPRESSIVE ARTS & DESIGN (EAD) Expressive Arts & Design supports children’s creativity, imagination and ability to express themselves. It is taught through two key areas: Creating with Materials (Art & Design): Children explore a wide range of materials, tools and techniques to create their own artwork. They learn to draw, paint, sculpt and construct, developing skills in colour, pattern, texture and form. Children are encouraged to plan, explore and talk about their creations, building confidence and independence.			

- **Being Imaginative and Expressive (Music, Role Play & Performance):**

Children develop their imagination through **role play, storytelling, music and movement**. They explore **sounds, rhythm and song**, and enjoy performing to others. Through this, children express their ideas, emotions and experiences, building confidence and communication skills.

Learning is practical and play-based, allowing children to **experiment, create and share their ideas**, supporting curiosity and self-expression.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
EAD - Creating with Materials (Art & Design):	Children explore colour, pattern and mark-making through drawing, painting and sculpture. They create self-portraits , family artwork and simple models using a range of materials. Inspired by artists such as Picasso and Warhol , they begin to experiment with printing, repetition and shape . Seasonal and cultural learning supports Rangoli patterns, clay diva lamps and mask making .	Children refine skills in drawing, texture and form , using materials such as charcoal, pastels and collage (Monet, Matisse). They create space art, rockets, fossils, lanterns and superhero designs , exploring pattern and symmetry through cultural links (e.g. Chinese New Year, Ramadan).	Children explore texture, pattern and mixed media , inspired by artists such as Kandinsky and Van Gogh . Learning is linked to nature and the environment , with observational drawings, nature art, collage and construction . Children use natural and recycled materials to design, build and refine their ideas , both indoors and outdoors.
EAD - Being Imaginative and Expressive (Music, Role Play & Performance):	Children develop imagination through role play linked to familiar stories and home experiences . They retell traditional tales , use puppets and act out characters. Music and singing develop confidence in performing and expressing feelings . The children rehearse and perform a Nativity themed play for parents at Christmas.	Children use their imagination to create stories and fantasy worlds (e.g. space, dragons, superheroes). They engage in small-world play, storytelling and performance , developing narrative skills. Music and movement activities support rhythm, expression and collaborative performance .	Children apply their skills through storytelling, performance and creative play , linked to animals, habitats and real-world experiences . They collaborate to create and share ideas, reflecting on their work and celebrating their progress as part of their end-of-year journey . The children perform a

			'Show and Tell' Assembly for parents to showcase their learning in Reception.			
EAD – MUSIC Weekly Music Assembly – EYFS/KS1 (Wednesday AM) During weekly music assemblies, children have opportunities to listen attentively to a wide and diverse range of music and watch accompanying performances or videos. They are supported to respond to what they hear by developing their listening skills, identifying changes in pitch, tone, tempo and dynamics, and beginning to use this vocabulary in discussion. Children are encouraged to express their opinions, sharing whether they like or dislike a piece of music and explaining their ideas, building confidence in speaking and listening. Through guided discussion, they begin to recognise and name a variety of musical instruments, describing the sounds they make and how they are played. The sessions also introduce children to music from different cultures and themes, supporting their understanding of the wider world and promoting curiosity, respect and appreciation of diversity. Children take part in singing familiar songs together, developing their ability to keep a beat, follow melody and perform as part of a group. This supports their confidence, memory and expressive skills. Each assembly begins and ends with familiar, structured songs including “Singing with Hands” videos and “The Power in Me”, which incorporate simple hand actions. These consistent routines support all learners, including those with additional needs, by promoting engagement, participation and inclusion. The use of actions alongside music helps children to access learning in a multi-sensory way, ensuring that every child can take part and feel successful.						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
USEFUL LINKS FOR ASSEMBLY' Singing with hands' SONGS - https://www.youtube.com/watch?v=R5LsgPZF5CQ https://www.youtube.com/watch?v=yNHNDGWMrM0&list=RDyNHNDGWMrM0&start_radio=1 (YOUTUBE – Last accessed May 2026)						
GROUP SINGING	Autumn Theme Song – Harvest	Christmas Carols or Nativity Practise	Spring Themed song	Friendship Song	Summer Themed Song	EOY Performance Song
EAD – MUSIC/ ROLE PLAY & PERFORMANCE Rhythm and songs.	If your happy and you know it, Head, Shoulders, knees and toes. Old MacDonald	I’m a little teapot, The Grand old Duke of York, Ring ‘o’ Roses. Hickory	Wind the bobbin up, Rock-a-bye-baby,5 aliens in a spaceship. 5	Pat-a-cake 1,2,3,4,5, once I caught a fish alive, This old man. 5 little	5 Little Monkeys jumping on the bed, 5 little speckled frogs sitting on a log.	10 Green bottles, The phonics Song, Red Word Disco set1. 2. and 3.

<i>Weekly rhymes linked to learning that children will enjoy singing.</i>	had a farm, Incy wincy spider, Baa Baa black sheep, The wheels on the bus.	Dickory Dock, Miss Polly had a dolly, The ABC Song.	Enormous dinosaurs Twinkle twinkle little star	ducks, Row, row, row, your boat, The Hokey Cokey.	Jumping frogs, 5 currant buns.	The tricky words song.
FOREST SCHOOL At Peel Park Primary School, we are incredibly fortunate to offer our Reception children regular access to a high-quality Forest School provision, led by a fully trained Forest School practitioner within our own school grounds. This unique opportunity allows children to engage in rich outdoor learning experiences that go far beyond the classroom, fostering a deep connection with nature and a strong sense of belonging within our local environment. Forest School plays a vital role in supporting all seven areas of the EYFS curriculum, providing meaningful, hands-on opportunities for children to explore, investigate and problem-solve in real contexts. Through Forest School, children develop strong communication and language skills as they describe their discoveries, collaborate with peers and engage in sustained conversations. It promotes personal, social and emotional development by building confidence, resilience and independence, particularly as children take risks, manage challenges and work as part of a team. The physical nature of the environment supports both gross and fine motor development, strengthening coordination, balance and control through activities such as climbing, digging and using real tools. Forest School naturally inspires literacy development, as children create stories, use new vocabulary and engage in mark making with purpose, while also supporting mathematical thinking through counting, measuring, comparing and problem-solving in authentic contexts. Children deepen their understanding of the world by observing seasonal changes, exploring habitats and developing respect for the environment, which is particularly meaningful within our diverse Peel Park community. Opportunities for expressive arts and design are abundant, as children use natural materials creatively, role play imaginatively and express their ideas through building, designing and storytelling. This provision embodies our Peel Park values of being ready, respectful and safe, as children learn to care for themselves, others and the environment. The skills developed through Forest School – including curiosity, perseverance, collaboration and independence – are essential in preparing our children for the next stage of their learning journey. By the end of Reception, children are confident, capable learners who are well-equipped for the demands of Key Stage 1 and beyond, having developed not only key academic skills but also a lifelong love of learning and the world around them.						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Through this progressive Forest School curriculum, our children develop: Curiosity and enquiry Resilience and perseverance	Focus: Settling, routines, confidence, safety Children are introduced to Forest School expectations, learning how to stay safe, follow boundaries and	Focus: Imagination, storytelling, language development Children use the outdoor environment to retell traditional tales, creating	Focus: Curiosity, investigation, questioning Forest School becomes a space for exploration and discovery. Children engage in problem-solving activities	Focus: Construction, teamwork, creativity Children begin to take greater ownership of their learning, working together to build structures such as dens, castles and	Focus: Understanding nature, growth and change Children observe living things, plants and insects, developing early scientific	Focus: Independence, application, real-world learning Children apply all developed skills through independent exploration, group

• Independence and confidence • Strong communication skills • A deep respect for the environment These skills ensure children are not only ready for Year 1, but also prepared to become lifelong learners who feel connected to their world.	explore their environment with growing confidence. Activities focus on sensory exploration (leaves, sticks, mud), allowing children to investigate natural materials and develop early language to describe their experiences. Progression: • Exploring independently • Beginning to communicate ideas • Developing early relationships and trust	simple story worlds with natural materials. They develop narrative skills through role play, using forest spaces as settings for familiar stories. Progression: • Retelling stories through play • Developing vocabulary linked to stories and seasons • Beginning collaborative play with peers	such as obstacle courses, exploration trails and imaginative play linked to space and discovery. Progression: • Asking and answering questions • Exploring cause and effect • Developing stamina and coordination	shelters. They use tools with increasing control and engage in collaborative problem-solving. Progression: • Planning and creating structures • Working cooperatively • Developing resilience and perseverance	understanding. They take part in planting, digging and caring for the environment, building responsibility and empathy. Progression: • Observing changes over time • Using language to explain • Developing care and responsibility	challenges and problem-solving activities. They take part in map-making, trail building and environmental challenges, demonstrating confidence and readiness for Year 1. Progression: • Independent exploration and decision making • Applying knowledge across areas • Sustained collaboration and problem-solving
--	--	---	--	---	--	--

Useful Links for Parents

At Peel Park, we use a range of high-quality schemes to support your child's learning. The links below provide helpful information, resources and guidance so you can support your child at home.

Read Write Inc. (RWI) – Phonics

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Read Write Inc. is the phonics programme we use to teach children to read. On this website, you can find videos, pronunciation guides and resources to help you support your child with reading sounds, blending words and building early reading confidence.

White Rose Maths (WRM)

<https://whiterosemaths.com/parents/>

White Rose Maths supports children to develop a deep understanding of number through practical and engaging activities. The parent section provides videos and explanations of how maths is taught in school, along with simple activities you can try at home.

NCETM Mastery Maths

<https://www.ncetm.org.uk/parents/>

The NCETM (National Centre for Excellence in the Teaching of Mathematics) supports a mastery approach to maths. This focuses on helping children fully understand concepts before moving on. The website explains how mastery works and how it supports children's confidence and problem-solving skills.

At Peel Park, we use a range of high-quality approaches and guidance documents to support your child's learning and development. The links below will help you understand these approaches and provide ideas for supporting your child at home.

Drawing Club (Greg Bottrill Approach)

<https://www.canigoandplaynow.com/drawing-club.html>

Drawing Club is a creative, story-based approach to early writing. It uses drawing, storytelling and imaginative play to develop children's vocabulary, confidence and early writing skills in a fun and engaging way.

Beyond the Physical – Early Years PE

<https://beyondthephysical.co.uk/>

This programme supports children's physical development through fun, structured activities that build coordination, balance, movement and teamwork. It also supports communication, confidence and social skills through active play.

LAU LAU Learning – Songdrawing Approach

<https://luggage.laualalearning.com/songdrawing-1/songs-and-activity-ideas>

LAU LAU uses the **Songdrawing method**, a creative and multi-sensory approach that combines singing, drawing, movement and storytelling to support children's learning. Through simple drawing songs and actions, children are encouraged to express their ideas, develop confidence and build strong communication and language skills.

This approach supports children's **language development, vocabulary, listening and attention**, as well as their **fine motor skills and early writing development**, by linking movement, music and mark making in a meaningful way.

Songdrawing provides a highly engaging and inclusive environment where all children can participate, including those who may find traditional learning approaches more challenging. It supports **creativity, imagination, social interaction and emotional expression**, helping children to communicate their thoughts and ideas with increasing confidence.

By combining music and learning, LAU LAU creates a joyful and memorable learning experience, helping children to **retain knowledge, stay motivated and develop a love of learning across all areas of the EYFS curriculum**

EYFS Framework (Statutory Guidance)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This document explains what children are expected to learn and develop from birth to the end of Reception. It outlines the seven areas of learning and the Early Learning Goals.

Development Matters (Guidance for EYFS)

<https://www.gov.uk/government/publications/development-matters--2>

Development Matters supports teachers and parents in understanding how children learn and develop in the early years. It provides examples of progression and how to support children's development through play and everyday experiences.