Cubitt Town Primary School

Curriculum Intent and Overview

Reception

Updated for 2026

The Cubitt Town Primary School Curriculum:

- Places value in every core and foundation subject
- Is engaging and broad
- Reflects the diverse lived experience of our community
- Is progressive - each year group builds on learning from those preceding it

Our Curriculum directly addresses the needs of our children:

- Reading is prioritised at every opportunity
- Oracy is the golden thread that weaves through our subjects because we recognise the importance of spoken communication skills
- Core British values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect are present across our curriculum content
- Linking key knowledge with disciplinary skills
- Encouraging wide-ranging and subject specific vocabulary
- Reflecting our community's diverse make-up and the experiences of our different families

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<tr><td>English Texts - Writing</td><td colspan="6">There is a writing focus with an adult every week based on the book we are exploring. Every Friday, the children have the opportunity to write independently about the book of the week called BIG WRITE. We use a range of books, some with explicit links to our topics. These may include the following:</td></tr>
<tr><td></td><td>Autumn 1: All About Me

Super Duper You (Sophy Henn)

15 Things Not To Do With A Baby (Margaret McAllister)

Brown Bear, Brown Bear, What Do You See? (Bill Martin Jr & Eric Carle)

You CAN! (Alexandra Strick)

From Head to Toe (Eric Carle)

I Want My Hat Back (Jon Klassen)

Room on the Broom (Julia Donaldson)</td><td>Autumn 2: The World Around Us

The Smartest Giant in Town (Julia Donaldson)

The Something (Rebecca Cobb)

Alphonse, There's Mud on the Ceiling! (Daisy Hirst)

Our Favourite Day (Joowon Oh)

The Nativity story and Christmas stories</td><td>Spring 1: Dinosaurs

The Gruffalo (Julia Donaldson)

My First Book of Dinosaurs (Zoe Ingram)

The Dinosaur (Anna Milbourne)

Dear Dinosaur (Chae Strathie)</td><td>Spring 2: Journeys

Mr Gumpy's Motor Car (John Burningham)

You Can't Take an Elephant on the Bus (Patricia Cleveland-Peck)

Astro Girl (Ken Wilson-Max)</td><td>Summer 1: Down on the Farm

Look Inside a Farm (Usborne)

The Little Red Hen (traditional tale)

The Enormous Turnip (traditional tale)

What the Ladybird Heard (Julia Donaldson)</td><td>Summer 2: Minibeasts

Do You Love Bugs? (Matt Robertson)

A Butterfly's Life (Dona Herweck Rice)

The Very Hungry Caterpillar (Eric Carle)

Superworm (Julia Donaldson)

The Very Busy Spider (Eric Carle)</td></tr>
<tr><td>Reading and Phonics</td><td colspan="6">Children are read a story aloud every day to build their love of reading. They also read 1:1 with an adult regularly, take part in small group reading in class, take home phonics-levelled reading books, and visit the library each week to choose a book to share with their family.

Phonics: We teach phonics every day using Read Write Inc. Phonics. Children learn a sound a day, starting with the Set 1 speed sounds, using pure sounds so</td></tr>
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<tr><td></td><td colspan="6">they can blend them into words. Once children know the Set 1 sounds, they move on to Set 2 and then Set 3, where two or three letters make one sound ("special friends").

• Each week children learn a new red word and bring home homework to practise.
• Each half term, children are assessed and grouped.
• Children read storybooks matched to the sounds they know. By the end of Reception, we aim for children to be reading Green storybooks.
• We invite families to phonics workshops, and post phonics videos to parents on Class Dojo.</td></tr>
<tr><td rowspan="2">Maths</td><td colspan="6">We follow a Maths Mastery approach in Reception and continue it in Key Stage One. Our aim is a deep, secure understanding of number rather than rushing children through content. Children spend longer exploring small numbers within 10, learning how each number is made and recognising it in many forms.

Children explore maths through concrete (real objects), pictorial (dots and pictures) and abstract (numerals and symbols) representations, using Numberblocks and Numicon, with lots of maths talk. Maths is taught through short carpet sessions and free-flow activities where children apply their skills. The following topics are introduced as follows:</td></tr>
<tr><td>Autumn 1
Getting to know numbers
Counting songs, rhymes and games
Matching, sorting and comparing
Talking about size, measure and patterns
Exploring 1, 2 and 3</td><td>Autumn 2
Numbers to 5 and shape
Deep learning of 4 and 5
One more and one less
Circles, triangles and shapes with four sides
Position words</td><td>Spring 1
6, 7 and 8
Seeing 6, 7 and 8 as "5 and a bit"
Comparing numbers and amounts
Mass and capacity</td><td>Spring 2
9 and 10
Building 9 and 10 on ten frames
Length and height
Time: the order of events in our day
Exploring 3D shapes</td><td>Summer 1
Beyond 10
Counting to 20 and beyond
How many now? Adding and taking away with objects
Sharing and grouping</td><td>Summer 2
Making connections
Number bonds to 5 and to 10
Doubles, odd and even numbers
More and less
Visualising, building and mapping</td></tr>
<tr><td>Understanding the world

(Science)

Progression in skills Science</td><td colspan="2">In Autumn Term, R will study the topic:
My Body and Germs

This will include:

name the parts of the human body they can see

identify the main parts of the human body and link them to their senses

explain why it is important to wash hands with soap

observe across the 4 seasons</td><td colspan="2">In Spring Term, R will study the topic:
Dinosaurs and Journeys

This will include:

name the four seasons in order

observe and describe the weather associated with the seasons

observe features in the environment and explain that these are related to a specific season

name the parts of an animal's body</td><td colspan="2">In Summer Term, R will study the topic:
Minibeasts and Farms

This will include:

identify and name a variety of common minibeasts

name the parts of an insect

identify and name a variety of common farm animals

explain how farms and farm animals help people

watch caterpillars grow into butterflies and grow our own beans and cress</td></tr>
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		name a range of dinosaurs identify and name a variety of common animals that are carnivores, herbivores and omnivores name different types of transport	
	Thinking Scientifically **In Reception, children will be encouraged to think like scientists in a number of ways including:** • identify and classify things they observe • think of questions to ask • answer some scientific questions • give a simple reason for their answer • explain what they have found out Our Early Years children also have the exciting opportunity to visit and learn in our science lab at points during the year, and enjoy visits such as Zoolab.		
Understanding the world (History) **History Progression in Skills**	**Throughout the year, R will be able to:** • Talk about members of their immediate family and community - this is through PSHE and RE • Comment on images of familiar situations in the past - this is explored through our local community, looking at transport, and comparing celebrations • Compare and contrast characters from stories, including figures from the past, such as Mary Anning. • Understand the effect of changing seasons on the natural world around them. **Our big questions this year:** • On Our Doorstep: who lives in my local community? • My Family: how does the weather change over time? • Journeys: what is life like in different parts of the world?		
Understanding the world (Geography) **Geography**	**Throughout the year, R will be able to:** • draw information from a simple map, real or fictional • recognise some similarities and differences between life in this country and life in other countries • explore the natural world around them • describe what they see, hear and feel whilst outside • recognise some environments that are different from the one in which they live • understand the effect of changing seasons on the natural world around them		

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<tr><td>progression in Skills</td><td colspan="4"></td></tr>
<tr><td rowspan="2">(Expressive Arts & Design) Music

Progression Overview: Music</td><td colspan="4">Throughout Reception, children will have singing lessons with a professional singing teacher including performing in live concerts.

Within these sessions or in additional music lessons, children will learn the following:</td></tr>
<tr><td>Singing and listening:
Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another.
Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.
Change their voice to express different moods/feelings.
Sing entire songs.
Sing short phrases or responses on their own.</td><td>Listening:
Listen to sounds/music and respond by talking about them, or physically with movement and dance.
Begin to identify and describe key features or extreme contrasts within a piece of music.
Begin to use musical terms (louder/quieter, faster/slower, higher/lower).
Match music to pictures/visual resources.</td><td>Moving and Dancing:
Move to the sound of instruments, eg walk, jump, hop to the sound of a beating drum.
Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing.
Move in time to the pulse of the music being listened to and physically respond to changes e.g. jump in response to loud/sudden changes in the music.</td><td>Exploring and Playing:
Create music based on a theme e.g. create the sounds of the seaside.
Tap rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song.
Create rhythms using instruments and body percussion.
May play along to the beat and rhythm of the song they are singing or music being listened to.</td></tr>
<tr><td>(Expressive Arts & Design) Art
Progression Overview: Art</td><td colspan="4">Children in Reception will be learning to:
explore, use and refine a variety of artistic effects to express their ideas and feelings
return to and build on their previous learning, refining ideas and developing their ability to represent them
create collaboratively, sharing ideas, resources and skills
We teach colour mixing, joining materials with tape and glue, and using tools with care and precision, and we help children notice colours, shapes and textures in the natural world.

Autumn: self-portraits and family portraits, autumn prints, bonfire art and poppy printing, junk-model houses and kites, salt dough decorations
Spring: colour mixing, circle paintings in the style of Wassily Kandinsky, cardboard creations, Chinese lanterns, observational drawings of daffodils, Easter potato printing
Summer: farm animal collage, vegetable printing and seed collage, fruit and veg heads, observational snail drawings, snail art in the style of Henri Matisse</td></tr>
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	Design technology: topic-based cooking and building tasks, such as salt dough fossils, melting and setting chocolate Christmas bark, and building transport from junk and cardboard.		
RE Progression Overview: RE - Google Docs	**Over the course of Reception, children learn about Christianity, Islam, Hinduism and Judaism, as well as other faith traditions. In weekly lessons, their learning follows the Tower Hamlets Agreed Syllabus and addresses the following enquiry questions:** **Autumn 1:** Which stories are special and why? (Christianity and other faith traditions) **Autumn 2:** Which people are special and why? (Christianity) **Spring 1:** Which places are special and why? (Christians and Muslims: churches and mosques) **Spring 2:** Which times are special and why? (Christianity, Hinduism and Judaism) **Summer 1:** Where do we belong? (Christianity, Hinduism and Islam) **Summer 2:** What is special about our world? (Christianity, Islam and Judaism) We also celebrate festivals as they happen through the year, including Diwali, Christmas, Lunar New Year, Eid and Easter.		
PE Progression Overview: Physical Education	**In Autumn Term, R will study:** **Autumn 1:** Locomotion (jumping) and ball skills (hands) **Autumn 2:** Locomotion (walking) and ball skills (feet)	**In Spring Term, R will study:** **Spring 1:** Gymnastics (high, low, over and under) **Spring 2:** Dance (nursery rhymes)	**In Summer Term, R will study:** **Summer 1:** Games for understanding (attack v defence) **Summer 2:** Gymnastics (moving) and ball skills (hands), and Sports Day
PSHE Progression Overview: PSHE - Google Docs	**Each half term, R will study one unit of the Jigsaw PSHE programme:** • **Autumn 1 – Being Me in My World:** 'Who am I and how do I fit?' How am I feeling today? Being at school, gentle hands, our rights and responsibilities. • **Autumn 2 – Healthy Me:** Being and keeping safe and healthy: exercise and rest, healthy food choices, sleep, keeping clean and safe adults. • **Spring 1 – Celebrating Difference:** Respect for similarity and difference. Anti-bullying and being unique: families, homes, making friends and standing up for yourself. • **Spring 2 – Dreams and Goals:** Aspirations, how to achieve goals and the feelings that go with this: persevering, setting a goal and keeping a positive attitude. • **Summer 1 – Relationships:** Building positive, healthy relationships: my family and me, making friends, solving problems and being the best friends we can be. • **Summer 2 – Changing Me:** Coping positively with change: my body, growing up, fun and fears, and getting ready for Year 1.		
Computing	**Children begin to use technology safely and with purpose, through play and short guided activities:** • **Autumn 1:** Staying safe online: trusted adults, and using apps and programs • **Autumn 2:** Digital devices: taking photos, such as on our local area walk • **Spring 1:** Planning a route: programming Bee-Bots one step at a time, then in sequences. Safer Internet Day with Smartie the Penguin. • **Spring 2:** Switches to control: exploring how buttons and switches make things work • **Summer 1:** Digital stories: listening to digital stories, recording our voices and instructions on iPads, and drawing with a paint app • **Summer 2:** Staying safe online: using digital devices safely, and sorting minibeasts on screen		

Oracy Curriculum Progression Overview: Oracy - Google Docs	In oracy, children will develop their spoken communication skills in fortnightly assemblies and across the curriculum, around the four strands of oracy as identified by Oracy Cambridge in their **Oracy Framework** **Physical skills:** what we show through our body language and facial expressions. **Linguistic skills:** what we express through the use of words and language. **Cognitive skills:** applying discussion and learning to develop our thinking further. **Social and emotional skills:** how we work together by considering and respecting our feelings and those of others. **What oracy looks like in Reception:** • **Presentational talk every week:** each child speaks to the class, for example show and tell, then answers questions from friends. • **Hoop groups and talking pebbles:** small groups take turns to share ideas. • **Wordless books:** children tell the story in their own words. • **Hot-seating and retelling:** children speak in role as story characters and use sentence starters such as "I think… because…". • **Performing:** nursery rhymes, the Nativity and our Christmas show.