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Curriculum Information Letter – Reception 2026-2027 – Autumn 1

Dear Parents and Carers,

Welcome to Reception! We hope you and your child are looking forward to the year ahead. The first few weeks are all about helping the children settle in, get to know their new routines and feel happy and confident in their new class. We have lots of exciting learning planned this half-term through our Travel and Transport topic, with plenty of stories, play, practical activities and opportunities to explore.

Curriculum Plan for Autumn 1 2026	
Communication and Language	This half-term, we will be focusing on developing the children's communication and language skills by helping them to become confident listeners and active participants in conversations. They will be encouraged to listen carefully to adults and other children, take turns when speaking, and maintain their attention for increasing periods during stories, carpet sessions and group activities. Through stories, songs, rhymes and poems, the children will join in with familiar phrases, answer simple questions and begin to make predictions about what might happen next. We will also support them to follow simple instructions, understand a wider range of vocabulary and begin to explain their ideas using words such as "because".
Personal, Social and Emotional Development	This half-term, we will support the children as they settle into Reception, build positive relationships and become increasingly confident and independent in their new routines. Through play, group activities and everyday conversations, children will be encouraged to make new friends, take turns, share and communicate with both adults and other children. We will also help children to recognise and talk about different feelings, including happiness, sadness, worry, anger and excitement. Through stories and class discussions, they will learn that it is okay to experience different emotions and that they can talk to a trusted adult or friend when they need help.
Physical Development	This half-term in PE, the children will begin a Games unit with Coach Rae, developing their gross motor skills through locomotion, stop-and-start activities and simple games that encourage them to move safely and confidently in different spaces. They will practise listening and responding to instructions, changing direction, stopping with control and becoming increasingly aware of other children around them. In the classroom, we will focus on developing core strength, posture and fine motor control. Children will be encouraged to sit comfortably and upright during carpet and table activities and to use a range of tools and equipment safely. Through regular mark making, drawing, name writing, playdough, threading and scissor activities, they will strengthen their hands and fingers, develop greater pencil control and begin to make snips in paper with increasing confidence and independence.

Religious Education	This half-term in RE, we will be exploring the big question, 'Who made the wonderful world?' Children will think about what is precious to them and learn about the Christian belief that God created the world. Through stories, discussion and creative activities, they will explore what is special about the natural world, what makes each person unique and why Christians believe people and creation are precious to God. We will also learn about Harvest and why it is an important time for Christians to give thanks for the food and gifts of the natural world.
Phonics	In Phonics, we will begin Phase 2, introducing the children to their first letter sounds and helping them to understand how sounds are represented by letters. Across the half-term, children will learn the sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f and l, while also practising the correct formation of each letter. Children will develop their oral blending skills and begin to blend sounds together to read simple words such as <i>sat, pin, dog, cat</i> and <i>hat</i>. As their confidence grows, they will begin to read some words independently and will be introduced to the tricky words is, I and the. Reading practice will initially include wordless books while children establish routines, before moving on to decodable books when they are ready to blend.
Literacy	This half-term, our Literacy learning will be linked to our Travel and Transport topic through the core texts <i>The Hundred Decker Bus</i>, <i>Naughty Bus</i> and <i>The Train Ride</i>. Children will explore these stories through shared reading, discussion, role play and practical activities, developing their understanding of characters, journeys and story events. They will use pictures and photographs to make predictions, answer questions, sequence events and retell familiar parts of the stories. Children will also begin to understand that writing and print have meaning and are used for different purposes. They will have opportunities to create destination signs, bus tickets, captions, labels and simple picture messages, using drawings, meaningful marks and the sounds they have learned in Phonics. As their confidence develops, children will be encouraged to say what they want to write before recording it, identify sounds they can hear in words and begin to write simple words and captions with increasing independence.
Maths	In Maths, we will begin the half-term by exploring matching, sorting and comparing. Children will match objects and pictures, identify sets and sort objects in different ways. They will begin to explain how and why objects have been sorted, create simple sorting rules and compare groups to notice which have more, fewer or the same amount. We will then explore size, mass, capacity and pattern through practical activities and play. Children will compare objects using language such as bigger, smaller, heavier, lighter, full and empty. They will also investigate simple repeating patterns, learning to copy, continue and create their own patterns using objects, colours, shapes and movements.
Understanding the World	This half-term, our Understanding the World learning will be linked to our Travel and Transport topic. Children will talk about familiar journeys and begin to use sequencing words such as "now" and "next" to describe how they travel to school. They will compare transport from the past and present, looking closely at old and modern cars, buses, trains and bicycles and noticing what is the same and what has changed. We will also explore the people and places connected with travel, including drivers, conductors, passengers, bus stops, stations and crossings. Children will learn about transport in our local community and begin to understand some of the routines that help us travel safely. Through outdoor exploration and practical activities, they will

	investigate tracks, wheels, surfaces, sounds and movement, using their senses and descriptive language such as <i>smooth, rough, loud, quiet, fast</i> and <i>slow</i> .
Expressive Arts and Design	This half-term, our Expressive Arts and Design learning will be linked to our Travel and Transport topic. Children will explore colour, drawing, painting and printing by creating pictures of vehicles and journeys, using crayons, pencils, paintbrushes and vehicle wheels to make different marks and effects. They will begin to name primary colours, choose colours for a purpose and talk about what they have created. Children will also develop their modelling and construction skills through playdough and large-scale building. They will practise rolling, squeezing, cutting and joining materials to create vehicles, roads, tracks and other transport-related models, as well as working with others to build larger structures such as buses, stations, bridges and garages. Through music, movement, role play and small-world play, children will explore different ways of moving, take on transport-related roles and use their imagination to create and act out simple journeys and stories.
Home Learning	We will begin sending homework home once the children have had time to settle into our daily routines. Reading books will start to come home from Week 3 and should be returned to school each day with your child's reading record. We strongly recommend spending 5–10 minutes each evening sharing your child's reading book with them. Please record each time you read with your child in their reading record, including a short comment where possible. Reading records will be checked and monitored daily in school. Each week, children will bring home a phonics book that they have already read in school with me, giving them the chance to build confidence and fluency by reading it again at home. To begin with, all children will bring home wordless books until they are ready to blend words containing the s, a, t, p, i, n sounds. Children will also bring home a Reading for Pleasure book of their own choice from our class reading area. This book is for you to enjoy together, talk about the pictures and story, and help develop a love of reading. Please take care of all school reading books. Lost or damaged books will incur a £5 replacement fee.

Thank you, as always, for your continued support. If you would like to speak to me, I will be available on the classroom door every Monday, Thursday and Friday, and on the main school gate every Wednesday and alternate Tuesdays. Please do come and have a chat if you have any questions or concerns. If you are unable to find me, you can also speak to Bernie, Rue or Elli, who will be happy to help.

Michael Ritson
Assistant Headteacher / EYFS Lead