

Milford Infants’ School Curriculum Overview

Reception 2025-2026

This is a working document. This is a starting point for our Medium term planning and is adapted depending on the children’s interests and emerging needs

Curriculum Area	Autumn 1 Its Good to be Me All about my family, where we live. Who is in your family? Children to take home info sheet for parents to fill in with children and bring into school to share. Our School – School routines, Golden Rules, Successful Learning animals Forest School – Seasons	Autumn 2 Celebrations Information from families about personal festivals and cultures celebrated within the family. Children to take home sheet to fill in talking about their own celebrations/things they celebrate in their own families. Forest School – Seasons Harvest Festival Armistice Day Anti-Bullying Week Road Safety Diwali Bonfire Night Christmas Kippers Birthday Christmas Story Christmas Performance	Spring 1 Explorers Winter Explorers /Cultural Capital - Use Betti the Yeti as hook for Cultural Capital – explore other countries – links to EAL. Forest School – Seasons Esafety Chinese New Year Betty and the Yeti	Spring 2 Nurturing Nature New Life Forest School – Seasons Half Term News writing The Little Frog On the Farm Spring is Here The Tiny Seed Eric Carle Visit from Petting Zoo Tadpoles Planting Sunflowers Science Week World Book Day Easter Story	Summer 1 Knights and Castles Forest School – Seasons Mike the Knight Princess and the Wizard – Julia Donaldson Telll Me a Dragon Jackie Morris	Summer 2 At the Seaside! Forest School Seasons Pirates and Mermaids. Snail and the Whale Julia Donaldson Singing Mermaid – Julia Donaldson Summer Holidays past and present Trip to the Weymouth
	People who help us Visit from Dental Nurse Birthday party Role Play in House Christmas party Role Play in House Teachers and Teaching assistants					
PSE Building relationships Work and play co-op and take turns. Positive attachments with adults and peers Show sensitivity to own and others needs	Me and my Relationships	Valuing Difference	Keeping my Body Safe	Rights and Responsibilities	Being my Best	Growing and changing
Self-regulation Understand own feelings and regulate behaviour. Wait for what you want, control immediate impulses Set and work towards simple goals And understanding-focused attention to listen to the teacher and respond even when engaged in activity. Follow instructions involving several actions.	Golden rules/Class rules explaining why we need rules and what would happen if we did not have rules. Following instructions to use class systems (name and number restrictions for different areas) Follow instructions e.g. to play simple playground/spatial awareness games. Successful learning animals – being Brave like a lion, using our words – talking like a parrot.	Anti-bullying week Road Safety Appropriate play PSED targets Follow instructions to learn to play simple board games. Follow instructions e.g. to create Christmas craft and Christmas Performance. Continue to follow Golden Rules. Successful animals used to be Brave like a Lion, talk like a parrot and use our words to express our feelings.	YOGA E Safety Following instructions e.g. team games sports coach. Peer Massage Golden Rules	YOGA Following instructions – growing and planting sunflowers Following instructions e.g. team games sports coach. Peer Massage Golden Rules	Peer Massage Following instructions e.g. team games sports coach.	Peer Massage Forest Schook Following instructions to stay safe on a trip to the beach.
Managing self Confident to try new activities and show independence, perseverance and resilience. Explain reasons for rules and know right from wrong Own hygiene (includes old health and self-care)	Choosing resources and processes independently Dressing and undressing independently, Toileting independently Hand washing and hygiene following COVID guidance Golden rules/Class rules explaining why we need the rules and what happens if we don’t have them. Working with Sports coaches.	Choosing resources and processes independently Dressing and undressing independently, Toileting independently Hand washing and hygiene following COVID guidance Keeping healthy, (Visit from nurse) .Golden rules/Class rules explaining why we need the rules. Working with Sports coaches	Choosing resources and processes independently Working as part of adult led learning. Listening and following instructions and processes. PE Gymnastics	Choosing resources and processes independently as part of enhanced and continuous provision. Working as part of adult led learning. Listening and following instructions and processes. PE Gymnastics	Healthy eating- food groups and balanced diet. Keeping healthy, hands, body and exercise PE Multiskills	Changes: PSHE Preparation for transition into year 1, Meeting new class and teacher. Healthy eating Design and make a Healthy Picnic Talking about changes PE Multiskills
Physical Development Gross Motor Skills Negotiate space and obstacles safely, considering self and others. Demonstrate strength, balance and coordination when playing. Move energetically, running, jumping, dancing, hopping, skipping and climbing.	Primary movement Playtimes and garden activities Squiggle while you wiggle, large movements with scarves PE-Games for spatial awareness Climbing equipment in playground Bikes and scooters Parachute	Primary movement Playtimes and garden activities Squiggle while you wiggle, large movements with scarves PE-Dance Climbing equipment Bikes and scooters Balance bikes	Primary movement Playtimes and garden activities PE-Gymnastics use of benches and variety of apparatus Climbing equipment Bikes and scooters parachute	Primary movement Playtimes and garden activities PE- Gymnastics use of benches and variety of apparatus Climbing equipment Bikes and scooters Balance Bikes	Primary movement Playtimes and garden activities PE-Multiskills Climbing equipment Bikes and scooters Sports Day Parachute	Primary movement Playtimes and garden activities Sports day preparation- PE Skip to be fit. Climbing equipment Bikes and scooters Balance Bikes

Fine Motor Skills Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery.	Primary movement Funky Fingers Dough Disco Squiggle while you wiggle Pegs to paper Using scissors Letter formation activities Construction and art Rhyme Time Finger Rhymes Threading, printing, collage. Makes marks, lines and circles.	Primary movement Funky Fingers Dough Disco Squiggle while you wiggle Pegs to paper Using scissors Letter formation activities Construction and art Rhyme Time Finger Rhymes Sewing, clay, colour mixing, tearing and rolling paper. Making marks, lines and circles.	Primary movement Funky Fingers Dough Disco Squiggle while you wiggle Pegs to paper Using scissors Letter formation activities Construction and art Quiet time- daily fine motor activities Rhyme Time Finger Rhymes Drawing, colouring and writing. Junk modelling, painting.	Primary movement Funky Fingers Dough Disco Squiggle while you wiggle Pegs to paper Using scissors Letter formation activities Construction and art Quiet time- daily fine motor activities Rhyme Time Drawing, colouring and writing. 3D creations.	Primary movement Funky Fingers Dough Disco Squiggle while you wiggle Pegs to paper Using scissors Letter formation activities Construction and art Quiet time- daily fine motor activities Drawing, colouring and writing, 3D creations, layering collage.	Primary movement Funky Fingers Dough Disco Squiggle while you wiggle Pegs to paper Using scissors Letter formation activities Construction and art Quiet time- daily fine motor activities Drawing, colouring and writing.
Cooking	Marshmallow cakes, Popcorn, Jelly, Bread Rolls, Ginger Man biscuits Mixing, kneading, rolling, decorating		Pancake toppings Cutting, spreading, squeezing.		Pitta pockets, Fruit Caterpillar sticks Cutting, spreading, mixing, and rolling.	
Communication and Language Listening, attention and understanding Listening and responding with questions, comments, and actions when being read to and whole class discussions and small group interactions. Comment about what heard and ask questions to clarify understanding. Hold conversations when holding back and forth Exchanges with teacher and peers.	Listening games and activities Story time and storytelling Role-play and small world. Helicopter stories Curiosity cubes Expert Vocabulary Can respond to simple instructions Good listener rules Golden rules Show and tell All about me – children sharing information about their own families. Who is in their family? Where do they live (home links with parents)	Listening games and activities Story time and storytelling Role-play and small world. Helicopter stories Talking partners Curiosity cubes Expert Vocabulary Can respond to simple instructions Good listener rules Golden rules Show and tell Cultural Capital – sharing own ideas and experiences of celebrations at home (home links with parents)	Story time and storytelling Role-play and small world. Talk Boost Helicopter stories Talking partners Curiosity cubes Talk Boost Expert Vocabulary Talking and listening to Christmas holiday news. (Home links with parents).	Story time and storytelling Role-play and small world. Talk Boost Helicopter stories Talking partners Curiosity cubes Letter from Evie with a problem to solve.	Story time and storytelling Role-play and small world. Talk Boost Helicopter stories Talking partners Curiosity cubes Talking and listening to Easter holiday news	Story time and storytelling Role-play and small world. Talk Boost Helicopter stories Talking partners Curiosity cubes Talking and listening to/about new teacher and new class. Meeting new classmates and new teacher.
Speaking Small group, class and 1 to 1 discussions offer own ideas and use new vocab. Explain why things happen using new vocab from stories, NF, rhymes, poems Express ideas and feelings about own experiences using full sentences including past, present and future tense and make use of conjunctions with modelling and support from the teacher.	Role play area Story time Joining in with nursery rhymes and repeated refrains. Curiosity cubes Expert Vocabulary Will speak to adults, once they are familiar with them. Talking about our home and family Talking about golden/class rules and why they are important. Talking about likes and dislikes. NELI type simple stories to describe (3 sequence story cards) Show and tell?	Role play area Story time Joining in with nursery rhymes and repeated refrains. Curiosity cubes Talking partners Helicopter stories Talking about what you already know about a topic and what you would like to find out. Build and use a vocab wall for each topic. Ask questions Road Safety Share Learning journey’s and talk about what you did and why NELI type simple stories to describe (3 sequence story cards) Show and tell?	Role play area Story time Joining in with nursery rhymes and repeated refrains. Talk Boost Curiosity cubes Talking partners Helicopter stories Talking about what you already know about a topic and what you would like to find out. Build and use a vocab wall for each topic. Ask questions	Role play area Story time Joining in with nursery rhymes and repeated refrains. NELI Curiosity cubes Talking partners Helicopter stories Talking about what you already know about a topic and what you would like to find out. Build and use a vocab wall for each topic. Ask questions New vocabulary linked to topic Share Learning journey’s and talk about what you did and why. Talking about the letter delivered from Evie, questions to ask. Mike the Knight treasure hunt to find the sword, describe what you did with appropriate tenses.	Role play area Story time Joining in with nursery rhymes and repeated refrains. NELI Curiosity cubes Talking partners Helicopter stories Talking about what you already know about a topic and what you would like to find out. Build and use a vocab wall for each topic. Ask questions Exploring scientific concepts: Growing and changing (pictures of children as babies, planting beans, cress, carrots etc) Visit from a midwife/school nurse	Role play area Story time Joining in with nursery rhymes and repeated refrains. Talk Boost Curiosity cubes Talking partners Helicopter stories Talking about what you already know about a topic and what you would like to find out. Build and use a vocab wall for each topic. Story maps Ask questions Topic based trip Tenses Talking about new teacher and class.
Literacy Comprehension Demonstrate understanding of what has been read by retelling stories and narratives using own words and recent vocab. Anticipate key events in stories Use/understand recent vocab during discussions and stories, NF, poems and role-play.	Introduction to storytelling Gruffalo/3 Billy Goats/Goldilocks and the 3 bears. Story time Role-play	Story time Story telling Individual reading Role-play Vocab wall Non-fiction texts linked to topic Key Text – The Little Red Hen linked to harvest. Kipper’s Birthday linked to Celebrations. The Christmas Story	Story time Story telling Guided reading and individual reading. Role-play Talk boost Vocab and magpie wall Non-fiction texts reading labels and captions Key Text- Betti and the Yetti	Story time Story telling Guided reading and individual reading. Role-play Talk boost Vocab and magpie wall Stories, Sorting stories by settings What happened next activities Key texts – Little Princess and Mike the Knight	Story time Story telling Guided reading and individual reading. Role-play Talk boost Vocab and magpie wall Key Text – The Hungry Caterpillar The Enormous Turnip The Tadpoles Promise	Story time Story telling Guided reading and individual reading. Role-play Talk boost Vocab and magpie wall. Stories linked to topic Topic based trip Key Text – Pirates Seaside Poetry The Snail and the Whale. The Singing Mermaid.
Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge,	Beginning daily Supersonic Phonics scheme. Story telling Rhyming and rhythm activities Recognising name and print/logos in environment. Rhyme Time	Supersonic Phonics scheme, individual reading, Storytelling, Rhyming and Rhythm activities Rhyme Time	Supersonic Phonics scheme, individual reading, Storytelling, Rhyming and Rhythm activities Rhyme Time	Supersonic Phonics scheme, individual reading, Storytelling, Rhyming and Rhythm activities Rhyme Time	Phonics-sound blending, Storytelling, Guided reading and individual reading. Reading for information, Lifecycle information texts	Phonics-sound blending, Storytelling, Guided reading and individual reading. Independent book corner reading

including some common exception words.						
Writing Write recognisable letters most of which are formed correctly (lower and capital) Spell words by identifying sounds in them and representing the sounds with letter/s. Write simple phrases and sentences that can be easily read by others. Focus on full stops and capital letters	Phonics Writing area and role play area Name writing Letter formation activities Emergent writing invitations, cards etc	Phonics Writing area and role play area Name writing Letter formation activities Making and copying cvc words	Phonics Writing area and role play area Name writing Letter formation activities Shared writing Labelling, captions	Phonics Phonic Assessments Writing area and role play area Name writing Letter formation activities Shared writing Captions and labels Writing in sentences (story ending)	Phonics Writing area and role play area Name writing Letter formation activities Shared writing Writing sentences in a variety of contexts for a purpose. Character Descriptions Speech Bubbles Describing words	Phonics Writing area and role play area Name writing Letter formation activities Shared writing Topic based trip: writing sentences in a variety of contexts for a purpose. Story writing
Mathematics Number Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds to 5 and some number bonds to 10, including double facts. Numerical patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	White Rose Maths- Power maths Getting to Know You Baseline Assessment Match Sort and Compare Small Steps Match Objects Match Pictures and Objects Identify a set Sort objects to a type Explore sorting techniques Creating sorting rules Compare amounts Talk About Measure and Patterns Small Steps Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Cretae simple patterns	White Rose Maths- Power maths Its Me 1, 2, 3 Small steps Find 1, 2, 3 Subitize 1, 2, 3 Represent 1, 2, 3 1 more 1 less Composition and 1, 2, 3 Circles and Triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position 1, 2, 3, 4, 5 Shapes with 4 Sides Small steps Identify and name shapes with 4 side Combine shapes with 4 sides Shapes in the environment My day and night <i>The ‘Shape, Space and Measure’ strand has been removed, though it is still expected that children will have rich learning opportunities in this area.</i>	White Rose Maths- Power maths Alive in 5 Introduce 0 Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Mass and capacity Compare Mass Find a balance Explore capacity Compare Capacity	White Rose Maths- Power maths Growing 6, 7 and 8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 8 Make pairs odd and even Double to 8 (find a double) Double to 8 (make a double) Combining 2 groups Conceptual subitising Length Height and Time Explore length Compare length Explore height Compare height Talk about time Order and sequence time Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd Explpre 3D shapes Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns and the environment	White Rose Maths- Power maths To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How many now? Add more How many did I add? Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes Sharing and grouping Explore sharing Sharing Explore grouping Grouping Even and Odd sharing Play with and build doubles	White Rose Maths- Power maths Visualise Build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Make connections Deepen understanding Patterns and relationships Consolidation
The counting principles WRM	1. The one to one principle- count with 1 to 1 correspondence. 2. The stable order principle – counting by saying numbers in order. 3. The cardinal principle- when counting a group, the final object name is the total. 4. The abstraction principle- counting things that can’t be moved. 5. The order-irrelevance principle- the order in which we count is irrelevant the total will be the same.					
Continuous Provision	Maths area and display board to add to and change daily/as the topics progress. Loose parts, 2D and 3D blocks, funky finger resources for sorting and counting. 5 and 10 frames, whole class and group subitising.					
Understanding the World People (cultures) and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps. Know similarities and differences between diff religious and cultural	Finding your way around your new classroom with a photo map Tour of your new school using a simple photomap to find different areas. My family booklet (home link-ask about different family traditions from different cultures) Story- Babies around the world by Puck Art by Violet Lemay (saying hello in all different languages) Elmer- good to be different Mommy, Mama and me– Leslea Newman	Christmas story Divali Traditions. Talk about other children in own class and different celebrations – letter home to adults for children to talk and share. Story- All are welcome - Alexandra Penfold and Suzanne Kaufman	Road safety- visit from PCSO Chinese New Year Topic based trip or visit Story- Whoever you are-Mem Fox	Easter story Easter and Easter bonnet parade Compare to Easter in a different country e.g Poland-Smigus Dyngus. Bible story assembly Story- The colour of us-Karen Katz	Carymoor visit – Recycling Holiday journal share Children’s Day in Japan Bible story assembly Deaf awareness Story- Same, same but different Jenny Sue Kostecki-Shaw	Transition activities- comparing preschool, Reception, Yr one environments. Using simple maps to find other classes, pre-school, Infant school and Junior school. Topic based trip. Comparing Yeovil and West Bay/Weymouth by sorting physical and human features for both places. Look at simple map of West bay /Weymouth showing sea, beach, cliffs, roads, Exploring Art from different countries. Finding out about Artists with disabilities and

communities in this country, own experiences and what has been read in class. Explain similarities and differences between life in this country and in other countries, drawing on knowledge from stories and Non-Fiction Texts and maps.	Daddy, Papa and me -Leslea Newman					Experiencing painting/drawing with physical limitations, to empathise. Bible story assembly
RE	Special me - Who are we?	Special times – Christmas and Divali	Chinese New Year Special Places – The Church building and Synagogue	Special times – Easter and Passover	Special Stories – God and Creation	Special Stories - Jesus
The Natural World Explore the natural world and observational drawings plants and animals. Similarities and differences between the natural world around them and a contrasting environment Understand some important processes and changes in the natural world around them including seasons and changing states of matter.	Mini beast hunting, use of digi scopes and drawing minibeasts Making popcorn Making marshmallow cakes Forest School sessions Welly Walks tbc	Making jelly Forest School sessions Observational drawing in forest school. Welly Walks tbc	Topic based trip/visit Visit from Carymore to find out about recycling and re using and how this affects the environment. Forest School sessions	Comparing places Forest School sessions Observational drawing in forest school.	Exploring scientific concepts Wildlife – tadpoles, caterpillars Planting beans Forest School sessions	Comparing Yeovil and West Bay/Weymouth by sorting physical and human features for both places. Exploring Art from different countries. Exploring scientific concepts Topic based trip Floating and sinking Forest School sessions – changes in seasons
Continuous Natural world	What do we see in the different seasons, Autumn, Winter, Spring and Summer walks, how does our world change? What do we wear in the different seasons and why?					
Past and Present Lives of people and roles in society. Similarities and differences between the past and now own experiences and what has been read in class. Understanding the past through characters, settings and events from books and storytelling.	Once there were Giants talking about changes from when you were a baby, how grown up you are at school. Talking about roles of people in the school. Talking about own family and siblings, older and younger.	Road Safety Week – people who help us stay safe Remembrance day- Little People Big dreams story of Captain Tom or Georgia O’Keefe artist	Little People Big dreams -David Attenborough	.	Links to Castles – looking at how people lived in castles. Kings, Queens, Knights, parts of a castle.	Links to Seaside trip to Weymouth. Comparing the seaside past and present. Looking at similarities and differences between the seaside then and now.
Expressive arts and design Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories.	Construction and creative areas Creative area with tape, junk, card, scissors etc. for continuous provision. Teach skills and then leave open opportunities Exploring paint, pastels, collage, chalk. Primary movement Deconstructed role-play.	Construction and creative areas Live music- responding to music, Christmas performance, Clay pots- diva lamps and clay owls Explore printing, using paper in different ways, colour mixing for nativity. Deconstructed role-play.	Construction and creative areas Chinese Dragon Dragon Parade Artwork and crafts linked to Chinese New Year Deconstructed role-play.	Construction and creative areas Live music- responding to music, Clay tiles/dragons, fabric printing, mosaic Making Easter bonnets Deconstructed role-play.	Construction and creative areas Eric Carle - explore tissue paper art and layers to build own illustrations. Sunflower art base on the Tiny Seed by Eric Carle Deconstructed role-play.	Construction and creative areas 3D creations with choice of materials Junk modelling, explaining your model and adapting it. Deconstructed role-play.
Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time to music.	Role play area and Small world play Primary Movement Joining in with nursery rhymes and repeated refrains. Helicopter stories and storytelling chair Story spoons/puppet theatre Rhythm and beat activities. Sing and sign Harvest songs Storytelling/sacks Gruffalo/3 Billy Goats/Goldilocks and the 3 bears.	Role play area and Small world play Primary Movement Christmas based artwork Joining in with nursery rhymes and repeated refrains. Helicopter stories and storytelling chair Story spoons/puppet theatre Christmas Performance- Exploring sounds, instruments and moves to match Christmas songs Storytelling with props-the Little Red Hen with repeated refrains.	Role play area and Small world play Primary Movement Art week Topic based art Joining in with/performing nursery rhymes and repeated refrains. Helicopter stories and storytelling chair Story spoons/puppet theatre Storytelling with props Chinese New Year	Role play area and Small world play Primary Movement Music express Growth and change Topic based art Joining in with/performing nursery rhymes and repeated refrains. Helicopter stories and storytelling chair Story spoons/puppet theatre Storytelling with props/talk for writing – Little Red Hen, Hungry Caterpillar, What the Ladybird Heard	Role play area and small world play Primary Movement Music Express Topic based art Joining in with/performing nursery rhymes and repeated refrains. Helicopter stories and storytelling chair Story spoons/puppet theatre	Role play area and small world play Primary Movement Music express Topic based art Joining in with/performing nursery rhymes and repeated refrains. Helicopter stories and storytelling chair Story spoons/puppet theatre World Music Day

