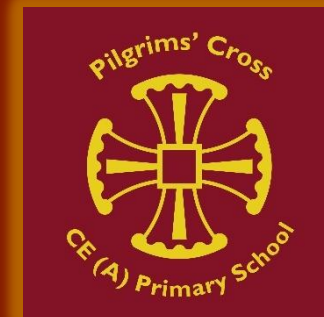


Pilgrims Cross

Reception Curriculum 2025-26

At Pilgrims Cross Primary School we recognise the unique talents of every child that enter our doors and consider it a great privilege to be entrusted to care, nurture and teach them. We want to instil a love for learning, a love for life and a love for each other that is based on mutual respect and kindness. We will encourage the children to be courageous and resilient, resulting in them developing a have a go attitude and taking thoughtful risks, whether this is in the classroom or in wider life. We aspire for our intriguing and challenging learning environment to spark curiosity and wonder, allowing children to explore who they are and who they want to become within the diverse communities that we belong to. We encourage children to be proactive, purposeful and explorative, while building positive relationships with one another and all of the adults, to look after one another and the world around us which we are all responsible for. We provide a bespoke and ambitious curriculum that encourages the child to develop in all areas of the curriculum as well as encourage them **to become talented role models and make a positive difference in God's world.**



Our Aspirations

Belong

To better understand ourselves, our feelings and how we can celebrate who we are, our stories and how we may positively contribute to the diverse communities we belong to.

Reflect

To persist through challenges with resilience and independence when possible. Reflecting on actions taken to inform future choices and learning.

Imagine

To have the courage to confidently share our ideas and opinions with others. Collaboratively create narratives and imaginatively perform stories, music or dance to a selected audience.

Create

To purposefully plan and select mediums for a desired effect, adapting and embellishing detail in a thoughtful manner. Effectively using tools, suited to the task, in a confident, effective and safe way.

Eco-conscious

To connect, inquire and respect the natural world around us harnessing a shared sense of responsibility to look after the environments and wildlife around us.

Linguists

To be inspired by a range of text, whether fictional or informative, to grow an understanding of ourselves, others and the world around us. Use the written word to share our own views, stories and knowledge.

Reason

To develop a strong sense of number and use this understanding to help solve real life problems. Showcasing sound reasoning and justification when questioned.

Curriculum Coverage Key

- Communication & language (CL)
- Literacy (LD)
- Mathematics (MD)
- Physical Development (PD)
- Understanding the World (UTW)
- PSED
- Expressive Arts & Design (EAD)

Belong



To better understand ourselves, our feelings and how we can celebrate who we are, our stories and how we may positively contribute to the diverse communities we belong to.

Implementation

Contribute to embedding a culture of being open and respectful to one another by expressing their opinions and ideas on past experiences and new opportunities with sound reasoning and actively listening to each other. Children will compare and contrast their viewpoints to others on aspects such as likes/dislikes, homelife, what they do and enjoy in their community and how they and their family may celebrate important life events. Children have the opportunity to explore different cultures and identify what makes them special. They can make sense of their world while also beginning to learn about their community and the wider world through listening to others and external resources such as texts. Children experience different cultures through visits, other families and texts, both fiction and non-fiction, as well as poems, songs and rhymes. They are exposed to different celebrations in different religions and cultures and can experience first-hand what is special about each one. Show an understanding that they are valued within each community they belong to but also accept that others voices are important and should be considered.

Impact

Milestone 1

- Children can comment on their direct family and what is special to them.
- Children listen to others and stories discussing whether it is similar or different to their own experiences and communities.
- Children will begin to show an understanding that people may celebrate special times in different ways, especially around Christmas and Easter.
- Children are kind to one another when sharing their ideas and opinions by using positive words to each other.
- Children start to develop an understanding that there are people in the community who are important to them and who help them in different ways.
- Children can identify their own feelings and how they may express these.

Milestone 2

- Children deepen their understanding of what or whom is important to them and their family and seek to compare them to others.
- Children begin to ask questions about stories and others view points in order to seek clarity.
- Children can listen to stories from a variety of cultures and religions, expressing their own beliefs and feelings.
- Children can communicate these ideas, opinions and beliefs using reasoned sentences.
- Children talk about celebrations they've experienced and show awareness of celebrations from other cultures, making comments on how this compares to their own life experiences.
- Children encourage one another and show an understanding of being respectful of each others viewpoints or opinions.
- Children can discuss what may trigger certain feelings and how they could respond.

Milestone 3

- Children can attune and participate in back and forth conversations offering both explanations and justifications for their viewpoints.
- Children can identify why people or a place in the communities they are linked to are important and how this may have changed over their lifetimes.
- Children join in discussions around stories, identify a characters' perspective and whether this is similar or different to their own.
- Children can respectfully compare cultural and religious beliefs and how these may be celebrated differently by different people.
- Children understand that their opinions and beliefs hold value and so do those of others showing open mindedness and sensitivity during discussions.
- Children show an understanding of their own feelings and use familiar strategies to regulate these emotions when becoming overwhelmed as well as encouraging and supporting others.

Experiences and activities	Key Vocabulary
<p>Share stories and songs from other cultures .</p> <p>Developing all about me stories.</p> <p>Exposure to different celebrations over the course of the year.</p> <p>Studying places that are important in our local community, places of worship and special places to visit.</p>	<p>Family</p> <p>respectful</p> <p>Diversity</p> <p>Special</p> <p>Religion</p> <p>Christian</p> <p>Community</p> <p>Culture</p> <p>Belief</p>

Experiencing artifacts, food, languages, tradition etc from cultures we are connected to and those further afield. Role plays and small world experiences linked to special times.	Similarities Differences Celebrate Festival sensitive
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Reflect



To persist through challenges with resilience and independence when possible. Reflecting on actions taken to inform future choices and learning.

Implementation

Ensure that from transition children are aware of both the familiar adults within the setting and start to establish positive relationships where our feelings/emotions are openly discussed. This is to be linked with the zones of regulation and early text such as 'The Colour Monster', where children will develop a vocabulary to start to identify emotions in themselves and others. Using real life experiences, role plays, fictional characters and text children will develop an awareness of what may trigger these emotions, including how our own actions, and the actions of others, may impact people as well as a variety others. Over the year children will participate in small groups, carpet time discussion and be support one another to manage these feelings and develop strategies that help them to respond and express emotions when they are feeling anxious, overwhelmed or upset. Alongside adults communicate positive dialogue about feelings and expressing our own joy and excitement but also praising others and showing love to one another when someone may need help or deserve to be celebrated. When encountering challenges, problems or barriers to a desired outcome children demonstrate resilience by expressing frustration or other emotions in appropriate ways, joining in shared thinking and conversation on how to overcome the situation and adapting or persisting. Children show reflection on these moments by linking them to future learning opportunities, communicating with others and possibly informing others based on these experiences.

Impact

Milestone 1

- Children can begin to use talk to organise their thoughts and feelings when involved in play, especially when encountering challenge or conflict.
- Children can identify many of their emotions using simple vocabulary and how their bodies may respond to these feeling, as well as linked facial expressions.

- Children participate in discussion around story characters emotions starting to offer opinions on what has made the character feel this way.
- Children will represent emotions in simple ways when drawing or participating in imaginary play, such as over emphasis on facial expression or voice.
- Children begin to re-enact real life events where emotion have been strong and portray these feelings to their peers.
- Children express using words when they are finding things difficult and ask for support.
- Children start to draw comparisons between stories simple problems such as categorising problems.

Milestone 2

- Children commonly use talk to organise and explain their thoughts and feelings, especially when encountering challenge or conflict.
- Children link sentence together to communicate greater clarity to a recipient.
- Children can identify a range of emotions, body sensations and possible triggers for these emotions as well as suggest strategies to manage overwhelming emotions, anxiety, excitement and anger.
- Children begin to show an understanding of the feelings of other, whether it is peers involved in their play or story characters, taking on the viewpoint of the other.
- Children can express when they are finding something frustrating and with support show a degree of resilience to overcome the barriers and finish a self-selected goal.
- Children begin to reflect on prior learning and experience to inform their creative process', mathematical thinking or conflict resolution.

Milestone 3

- Children use complex sentences including past tense, emotive words and justification.
- Children hold reasoned conversations with one another to communicate their viewpoints and reflect on what others have said.
- Children can identify a range of emotions, body sensations and possible triggers for these emotions and can independently apply known strategies to overcome overwhelming emotions most of the time.
- Children show compassion to one another during interactions, asking/ offering help, encouraging one another and celebrating success.
- Children will reflect on their creations, mathematical problems, interactions with peers and discuss what they has been achieved well and what they may do differently next time.
- Children can identify when they are finding something difficult, show thoughtfulness on how the process is going and adapt their approach with a good degree of independence applying know strategies or resources to help.

Experiences and Activities

Key Vocabulary

Imagine



To have the courage to confidently share our ideas and opinions with others. Collaboratively create narratives and imaginatively perform stories, music or dance to a selected audience

Implementation

Children demonstrate a love for stories, acting, music or dance expressing themselves frequently and thoughtfully on texts, traditional tales, nursery rhymes, poems and music as part of everyday school life. These sources of narrative and expression will stem from children's interest, rich text and stories focused on a particular skill or concept that has arisen during school life. They will be from a variety of cultures and children will be given the opportunity to take ownership over them within play in several different ways. Children use vocabulary from these sources, represent the features of them and adapt them to create original narratives, songs or dances. These narratives will be embellished using a number of classroom resources whether this is self created prompts, small world, the stage area or drawn or written. When creating narratives children offer opinions and sequential ideas with a sound story structure but also adapt their ideas based on the offering of others or cumulation of ideas. Children understand that others ideas or opinions may enhance what they are creating but may choose to follow their own line of thinking for to create a sense of consistency.

Impact

Milestone 1

- Children are using simple sentences to tell a sequenced narrative within their play.
- Children remain focused for a longer period in small groups when listening to stories, songs and music.
- Children start to use objects and self-made creations to represent ideas, story or dance props.
- Children can identify features such as characters, key events and ask simple questions when sharing a text.
- Children begin to explore and retell real life experiences and text with a partner in their play.

- Children can recognise characters and events that they have experience or how they may differ to themselves.
- Children begin to break stories up into a simple structure using the 'Story Friends'.

Milestone 2

- Children are to use more story language including positional language and high-quality adjectives and verbs when involved in role play.
- Children are to engage in extended stories discussing key features, vocabulary and forming opinions on aspects such as main characters.
- Children begin to represent ideas, often linked to narratives, with a range of media and materials in imaginary play.
- Children are to articulate ideas and question what is happening in stories answering who, what, when and where questions and showing understanding through predictions and anticipating repeated phrases.
- Children demonstrate, within familiar groups, the confidence to contribute to narrative play.
- Children make simple comparisons and express opinions between a diverse range of text and songs.
- Children begin to tell a wider range of familiar stories, traditional tales and nursery rhymes.
- Children begin to use 'Story Friends' to plan their own narratives.

Milestone 3

- Children are to use more complex sentences including different tenses, conjunctions and varied vocabulary.
- Children can demonstrate an understanding of what they have read or what has been read to them by re-telling, adapting, inventing or recounting narratives.
- Children plan and refine narratives and creations to embellish performances.
- Children are to confidently generate, share and reflect on a narrative or song with a group of peers answering how and why questions.
- Children show a good degree of confidence when performing in a group setting and encourage others to do so.

- Children show curiosity in people and culture that may differ from themselves, exploring contrasting features through stories, music and dance within their play.
- Children openly share favorite songs, traditional tales and nursery rhymes using intonation, expression and humor where appropriate.
- Children use story friends to reflect on narratives and add detail or clarity.

Experiences and Activities	Key Vocabulary

Create



To purposefully plan and select mediums for a desired effect, adapting and embellishing detail in a thoughtful manner. Effectively using tools, suited to the task, in a confident, effective and safe way.

Implementation

Children begin to develop an understanding that materials, mediums and tools can be used for select purposes to create something whether as a form of expression, to reach a desired outcome such as creating a model or as a method to enhance a narrative. Children will be encouraged to form their own narratives in play and start to use the resources around them to bring these stories to life. This should be done in a variety of ways such as role playing imaginary or real life scenarios using given items, creating settings and stories with small world objects, constructing in numerous ways requiring increasing degrees of dexterity and exploring different artistic techniques and tools. As the year progresses children will show deeper reasoning when planning what resources, methods and tools will be best suited to accomplish the desired effect or creation. This planning should be shown either in discussion that have linked with previous experiences or even recorded using drawing, labelling or instructions. During the creative process children should make deliberate choices in what methods and tools they use when considering elements such as what materials would best suit a purpose, which resources would be best for connections or affect. During the creative process children will use tools that require increasing degrees of control and dexterity as well as showing an awareness of risk when using potentially dangerous equipment such as glue guns or hand saws. Once children have finished their creation they will discuss the process they have followed reviewing their final product and whether it has met the original goal.

Impact

Milestone 1

- Before children embark on playing they will discuss what they may want to make to support their play.
- Children will explore open-ended resources within play and discover new purposes for them using them as simple representations.
- Children use a number of resource to engage in pretend play and will use items deepen and clarify a narrative or creation.

- Start to use drawings and shapes to represent ideas and give form to creations.
- Start to explore and select materials for differing purposes.
- To use simple joining techniques such as glue, tape and split pins in an effective manner.
- Show a preference of dominant hand when using one handed tools and adopt a comfortable finger grip.

Milestone 2

- Before children embark on play children will answer what and how questions on what they may need to enhance play or the method they may use to accomplish an outcome such as a painting or model.
- Children will begin to refine a variety of artistic effects when expressing or representing ideas.
- Show an increasing level of detail and clarity when planning outcome whether this is in recorded form or verbally communicated.
- Talk about previous experiences and how this may support current thinking or creations refining techniques.
- Show a greater degree of competence with tools such as pens, pencils, scissors.
- Children purposeful select which material, tools or connections they will use in order to best suit the need.

Milestone 3

- Before children embark on play they can answer what, how and why questions on what they wish to represent, the method they may use as well as elements such as materials, tools, techniques/
- Children will independently apply artistic techniques and select which mediums they will use for specific purposes.
- Record their planning using drawing, captions and labels.
- Confidently link previous learning in order to overcome problems during creating, especially when connected to elements such as connections.
- Children can explain the process they have used including facts such as materials when sharing a creation.
- Use tools confidently including tools such as hand tools and cutlery.
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Experiences and Activities

Key Vocabulary

eco-conscious



To connect, inquire and respect the natural world around us harnessing a shared sense of responsibility to look after the environments and wildlife around us.

Implementation

Children will have access to a number of different environments through out the school week. They will be given the opportunity to explore the outdoor area, amphitheatre, including grass area and the areas around the field. This shared experience will be available consistently so children have the freedom to explore nature during all seasons and weather, so to make observations on how these factors can change their environment over a short time and a long time. Encourage children to engage in animal habitats and how animals interact and behave in these habitats, as well as the local plants and how they grow and change over the year. Children will be given the opportunity to grow their own plants and make comparisons as well as compare contrasting environments they have visited or learnt about in stories or their sources. Children will be encouraged to use all their senses to make these observations and be curious in the natural world exploring not just the impact natural phenomenon have but to consider the impact they have on their environment also. Explore with children how to respect the environment and even become active members of the community who can help and teach others how to become more sustainable and how important this is.

Impact

Milestone 1

- Children freely explore the outdoor environment, showing curiosity about the world around them.
- Children start to ask questions to gain a greater understanding of the natural world.
- Children comment on what they see including features of different plants/ animals and the weather.
- Children sow some understanding of the seasons and begin to put them in order and associate some weather patterns.
- Children begin to show compassion for nature starting to discuss that it is all of our responsibility to look after it.

- Children start to use a selection of tools within the natural environment from large spades to small trowels with control.

Milestone 2

- To begin to make simple observations of the weather, animals and plants discussing natural processes such as growth, interactions and identifying different parts of plants and animals.
- Offering simple explanations as to how and why plants or animals may be changing such as discussing their life cycles.
- Describe similarities and differences in the environment.
- To build an understanding that we can affect the environment in a positive or negative manner depending on our actions.
- Children can engage in meaningful discussions with peers, holding back and forth conversations.
- Children show love and care towards the local environment and that they have some responsibility for looking after it.
- Children can select and use a number of larger and small tools for an intended purpose.

Milestone 3

- To make accurate observations and represent these through drawings or written word using linked scientific vocabulary.
- Make comparisons between environments local to us and those contrasting environments around the world
- To actively enquire how features of the natural world changes and how we might impact it positively or negatively.
- Demonstrate an understanding of how weather and seasons can impact the environment.
- Children can efficiently use several tools connected to gardening, landscaping and managing the environment.
- Confidently share ideas, offer explanation and give instructions to other based on a familiar context.

Experiences and Activities	Key Vocabulary
Access to outdoor area Access to amphitheatre Access to school field and surrounding area Trip to Hilliers (Summer) Explorer Dome (Spring) Developing the small garden Welly Wednesday Planting seeds and observing growth Living eggs Litter picking resources Rich text with contrasting environments and concepts such as sustainability.	Seasons Winter Autumn Spring Summer Weather - weather words Plant Seed bulb Plant related words – features/ life cycle Animal Animal features Habitat Environment Responsibility Sustainability

Linguists



To be inspired by a range of text, whether fictional or informative, to grow an understanding of ourselves, others and the world around us. Use the written word to share our own views, stories and knowledge.

Implementation

Children will be encouraged to explore a range of stories through the book corners in class, bumping into books and through small group and whole class story times. Ensure these stories include traditional tales, familiar stories and stories from a range of cultures and places. Provide non-fiction texts for children to explore as well connected to interests. Children are encouraged to join in with repeated refrains in the stories they hear and to comment on what is happening in the book. Children are encouraged to make choices about their reading through class votes for the Storytime book, as well as selecting books from the school library and online SORA library. Weekly oral storytelling sessions using puppets and props support children in developing their storytelling skills. Children will have daily phonics and keep up in line with the Little Wandle programme and will be encouraged to use this developing phonics knowledge within their daily play, whether this is exploring stories and text in their environment or writing for a variety of purposes. Model and support children to use their phonics knowledge to for words and sentences following on from this. Guide children to write for meaning in order to express them selves and share things that are of value to them and their for they want to communicate with an audience.

Impact

Milestone 1

- With adult support, children explore the classroom reading areas and engage with books during discovery learning time.
- Children listen to stories in small groups and are starting to recall simple details of familiar stories.
- With adult support, children begin to discuss stories and share ideas and opinions on the events and characters in stories.
- They begin to talk about how characters might be feeling in stories, using basic vocabulary to describe emotions such as happy/sad.
- Children will begin to build their word reading skills, developing phonological awareness and phase 1 single sounds, as well as blending these and starting to segment cvc words.
- Children create their own narratives during pretend play and take part in role-play activities.
- They begin to retell parts of familiar stories with adult support, using pictures and props such as puppets to prompt them.

Milestone 2

- The children will explore a wider range of texts in the reading corner and other classroom areas. They begin to say what made them choose a particular book to look at.
- The children will engage further in stories they have read by asking questions, beginning to retell parts, anticipating key events and talking about why things might happen.
- They identify a broader range of emotions in stories, including some from the advanced vocabulary list. Children begin to offer simple reasons why characters are feeling a certain way in stories.
- They continue to develop their word reading skills, using Phonics to blend words and multisyllabic words including phase 2 digraphs.
- Children use this developing phonics knowledge to write cvc and longer words containing these digraphs.
- Children begin to label and write short phrases/ sentences about things that interest them.
- Children know a wider range of tricky words.
- Children develop more complex narratives through their role-play. They begin to use props such as puppets, story stones and story spoons to invent their own narratives.

Milestone 3

- They will engage with stories actively, joining in with repeated refrains and recalling key events. They will be able to offer simple opinions about the stories they have read, using because to explain their reasoning.
- Children identify a range of emotions in stories and talk about the reasons why characters are feeling a certain way in relation to key events.
- Children engage in a wide variety of stories and talk about how characters in stories are different or similar.
- Children will continue to develop their reading skills, they will be able to read short narratives including words with phase 3 digraphs/trigraphs, multisyllabic words and consonant clusters.
- Children use this developing phonics knowledge sentences including elements such as capital letters, full stop, spacing and sound letter formation.
- Children write for a purpose such as to entertain, inform or recount something to an audience.
- They retell whole stories using a simple structure of beginning, middle and end, using props to help them. The children will start to use basic 'story language', linking events using basic adverbials and including simple phrases to signify the beginning and end.

Experiences and Activities	Key Vocabulary
<p>Little Wandle phonics programme</p> <p>Bumping into books</p> <p>Writing opportunities interwoven into the environment</p> <p>Puppet play</p> <p>Roleplay areas with costumes linked to familiar stories</p> <p>Reading vote daily in class</p> <p>Exposure to performances: watch the Pantomime</p> <p>Year R nativity</p> <p>Exposure to performances: Puppet show/poetry performance/visit from a storyteller</p>	<p>Author</p> <p>Character</p> <p>Setting</p> <p>event</p> <p>Basic adverbials: next, then, after that</p> <p>I liked it/disliked it because...</p> <p>My favourite part was... because...</p> <p>Traditional tale language</p> <p>Audience</p> <p>Blend</p> <p>Segment</p> <p>Plan</p> <p>Digraph</p> <p>Trigraph</p> <p>Beginning</p> <p>Middle</p> <p>end</p>

Reason



To develop a strong sense of number and use this understanding to help solve real life problems. Showcasing sound reasoning and justification when questioned

Implementation

Children are to be exposed to number and elements of early number sense from the first weeks of the year. On entry to Reception children will develop understanding of concepts such as 1 to 1 correspondence through counting a variety of different physical objects within play. This is to include sounds, body actions, natural resources and some more abstract ideas. Alongside 1 to 1 correspondence children should play games involving concepts such as subitising and comparing amounts. These games can be small board/ card games, number songs or big games connected to sports such as basketball, target throw or completing sets in an amount of time. Over the years these early concepts will be built on extending understanding to 10 and number pattern beyond this. Children will start to make more accurate comparisons, complete simple calculations and use more complex mathematical language such as, equal, odd, doubles more and less when explaining the reasoning behind how they have solved problems involving number. This will be embedded in all other areas of learning whether through games, construction, role playing things such as handing out snack or using the natural environment.

Impact

Milestone 1

- Show 1 to 1 correspondence within five connected to real life objects or actions.
- Link numerals to quantities within 5.
- Start to subitise objects and regular dot patterns to 3.
- Start to use language such as more or less when comparing amounts of objects up to 5.
- Begin to show an understanding of combining groups and counting the resulting group.
- Use this developing understanding of number to solve real life problems encountered throughout the day.
- Use mathematical vocabulary such as number, amount, total, add, all together within discussions.

Milestone 2

- To explore the composition of numbers up to 8, using visual models, recalling number facts of 5.
- To reliably count beyond 10 in a number of circumstances.
- Linking numerals to numbers up to 10.
- Subitising quantities up to 6.
- Accurately and consistently comparing quantities within 10.
- Show a sound understanding of adding, take away and doubling using concrete answers to solve problems.
- Start to use mathematical vocabulary and reasoning within play, with adults and with peers starting to tackle concepts such as equal, fair, more and less.

Milestone 3

- To reliably count beyond 20 in relation to a given object or action.
- To recall number bonds within 10 with a good degree of automaticity.
- Subitise regular and irregular patterns to 7/8.
- Show an understanding of mathematical concepts such as equal/odd, doubling and quantities being greater or less than an another.
- To reflect on what they are learning and how it may link to prior experiences.
- Accurately use mathematical terminology to compare numbers to 10, such as amount, equal distribution and numerical representations.
- Through practical investigations, involving partitioning, show a sound understanding of the composition of 5 and 10.
- Use mathematical terminology within discussion and show early reasoning to solve problems encountered through out the day.

Experiences and activities	Key Vocabulary
Number games	Number
Board games	Numerals
Number songs	Compare
Small world	Equals
Construction	Subitise
Big games/Sports games	More
Natural objects	Greater
Scientific observations and linking to quantity.	Less
Spotting pattern and repeating pattern	Fewer
	Addition
	Take away

	Fair Number bonds Amount Quantity Reasoning Systematic
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