Curriculum Information

Term: Autumn Term 2 2026 Class/Year Group: Bees and Butterflies

Inspiration/Theme:

Children in Reception learn best when they are given opportunities to explore, investigate and engage with things that genuinely interest them. As the children move into their second term, we will continue to embed established routines while providing a balance of child-initiated play and adult-led learning experiences. Throughout the term, we will explore the exciting theme of *Space*, using this as a stimulus for learning across the curriculum. We value children's curiosity and encourage them to follow their own lines of enquiry, supported by carefully planned enhancements and experiences within the learning environment.

Core texts/artefact/film



Provocation - Inspire, Immerse

Super Starter
We will take part in the Space Dome visit to learn about the constellations.

Marvellous Middle
We will make a 'picnic to take to the moon', linked to the story "Whatever Next".

Fabulous Finish
Our Christmas celebration will be a nativity performance.

Role-play

The home corner encourages children to role play activities they may do or see their families do at home. This role play will have real resources that are familiar to children from their own homes. The area will also be enhanced with picnic baskets and resources linked to the story 'Whatever Next' by Jill Murphy.



Investigation Table

We will continue with our autumn - themed investigation area during the term and look closely at a variety of objects and materials and describe natural objects that we find as the weather changes.



Literacy

Outcome of learning:
Through our core texts Leaf Man, Whatever Next and Astro Girl, we will be learning a range of new vocabulary, and we will write for a range of purposes such as lists and labels. Children will be able to practise and develop their fine motor control and letter formation.

Key Skills - Children will learn to:

- Blend sounds orally to hear words
- Attempt to write words with the correct initial and final sounds and begin to explore writing CVC words by saying the word out loud first and identifying each sound.
- Learn the red words **the** and **I** and begin to use these in their writing, writing captions with support e.g. **the** cat.

Mathematics

Outcome of learning:
For children to apply their knowledge and the new skills they have been taught in their environment independently.

Key Skills - Children will learn to:

- Represent 5 in various ways (including tens frames, whole hand)
- Compare 2 sets of objects and say which is more or fewer.
- Count beyond 5 using 1:1 correspondence.
- Begin to understand that numbers are made up of smaller numbers.
- Begin to understand different parts can make the same whole.

Communication and Language

Outcome of learning:
The children will play games and join in circle times that develop their listening, attention and vocabulary skills. They will also take part in the Nativity show.

Key Skills:
We will support the children to

- Listen one-to-one and in small and larger groups.
- Ask simple questions related to their experience, using full sentences such as 'Is it lunchtime soon?'
- Begin to articulate their thoughts and ideas into well-formed sentences.

• Write or mark make for a range of purposes e.g. writing in the role play, making a sign for a model. • Form some letters correctly.		• Use some social phrases e.g. 'Can you help me please?'

Understanding Our World	Physical Development	Expressive Arts and Design	Personal, Social and Emotional Development
Outcome of Learning: Children will notice changes in the natural environment linked to autumn and recognise that everyday objects are made from different materials. They will notice and describe the weather in autumn. They will be drawn into the fascination of space and space exploration. They will learn about different religious events such as Diwali and Christmas, through art, stories and drama. They will recognise that stories can tell us about what different people believe. **Key Skills - Children will learn to:** • Talk about seasonal and weather changes. • Understand that the sun gives us light. • Explore significant events, such as Remembrance Day, 11th November. • Explore the difference between night and day. • Recognise that people have different beliefs and celebrate special times in different ways.  	**Outcome of Learning:** Children can negotiate space effectively and begin to hold a pencil correctly. They will begin to form letters from their name and handwriting patterns. **Key Skills -** **Children will:** • Develop muscle tone to put pencil pressure on paper. • Use tools to effect changes to materials. • Develop confidence and strength with their dominant hand. • Engage in structured activities to support writing and drawing, such as drawing lines and circles and beginning to form letters correctly. • Move in different ways, looking in the direction of travel. • Negotiate space safely. • Roll, crawl, walk jump, hop, skip and climb with increasing control. • Throw, catch and kick different sized balls.	**Outcome of Learning:** Children express themselves creatively in both the indoor and outdoor classroom. Children will know a collection of songs and rhymes. Children will continue to learn the skills of drawing and colour mixing, using a variety of materials to make marks. Children will confidently take part in the Nativity show and enjoy singing songs. **Key Skills - Children will learn to:** • Begin to experiment and mix colours and say how colours change when mixed. • Begin to join materials with a variety of key resources (e.g. hole punching, using split pins and treasury tags, taping, etc).	**Outcome of Learning:** Children continue to feel happy and safe in their environment and build friendships. Children are beginning to identify how they are feeling and develop strategies to support when sad / angry etc. **Key skills -** **Children will continue to learn to:** • Select and put away resources independently. • Say 'please' and 'thank you'. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, with support where needed. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Be independent in meeting their own personal care needs. • Talk about what makes us special and unique. • Understand that everyone is valued and equally important.

Positive Relationships	Enabling Environment
Playing and Exploring- Engagement	
The adults will: • **Encourage exploration** — supporting children to explore their new surroundings and talk about their observations and ideas. • **Nurture curiosity** — asking questions and engaging in meaningful conversations about their play. • **Build confidence to try new things** — reassuring children as they investigate unfamiliar resources and experiences.	**Adults will provide:** • **A stimulating classroom environment** — inviting indoor and outdoor spaces with accessible areas and resources. • **Open-ended materials** — resources that encourage children to choose, combine and explore freely. • **Opportunities for independent discovery** — spaces where children can follow their own interests and lead their own learning.
Active learning-Motivation	
The adults will: • **Celebrate children's efforts** — noticing and praising persistence, encouraging children to keep trying even when tasks feel challenging. • **Support sustained engagement** — joining children in their play, modelling focus and helping them stay involved in activities for longer. • **Encourage problem-solving** — offering gentle prompts and questions that help children think through challenges independently.	**Adults will provide:** • **Inviting activities that promote persistence** — resources and tasks that encourage children to return, practise and build confidence over time. • **Opportunities for success** — materials that allow children to experience achievement, motivating them to explore further and take on new challenges.
Creating and Thinking Critically	
The adults will: • **Model thinking aloud** — showing children how to explore ideas, make decisions and talk through their thought processes. • **Encourage children to plan their ideas** — supporting them to think about what they want to do and how they might achieve it. • **Ask open-ended questions** — prompting children to consider different possibilities and find their own solutions. • **Support reflection** — helping children talk about what worked well, what they might change and what they would like to try next.	**Adults will provide:** • **Opportunities for experimentation** — resources that encourage children to test ideas, explore different approaches and discover outcomes for themselves. • **Spaces that promote problem-solving** — areas where children can investigate, build, create and adapt their work independently. • **Flexible resources** — materials that can be used in many ways, supporting imaginative thinking and encouraging children to develop their own strategies.

Communication with Families

Each week, children will continue to choose a book to bring home and enjoy with their family. We encourage families to read together daily where possible and to record this in their child's reading record. We will continue to share weekly updates about your child's reading development and learning through their reading record.

Key dates for enrichment activities:

This term we have a visiting space dome, a star gazing evening at school and our Nativity performance. We will let you know these dates via Email and Seesaw, so look out for these exciting events!