Curriculum Information

Term: Autumn Term 1 2026-27 Class/Year Group: Bees and Butterflies RECEPTION

Children in the Foundation Stage learn most effectively when they are given opportunities to explore, investigate and discover subjects that genuinely interest them. At The Mead School, we encourage children to follow their own lines of enquiry through a skills-based curriculum that is structured around a broad theme. This term, the focus is very much on settling into school, sharing and retelling stories, exploring the environment and developing their confidence with speaking and listening to both peers and adults. We will focus on routines and expectations, enabling the children to become secure and confident in their new environment. We are excited to be part of this very important and special time in their lives. 😊

Core texts/ Artefact/ Film

This term, our author focus is **Julia Donaldson.** We will be sharing lots of her much-loved stories during our story and rhyme sessions, many of which the children may already know. It's a lovely way to build their enjoyment of books, encourage joining in with repeated phrases, and help them talk about characters and events in familiar stories.

Other Key Texts: We will also be sharing a wider selection of high-quality texts throughout the term, and our early literacy teaching will be planned around some of these stories.











Provocation – Inspire & Immerse

Super Starter

We will share our treasure boxes and get to know each other.

Marvellous Middle

We will invite our parents in to share stories with us in our classes.

Fabulous Finish

We will go for a "welly walk" to spot the signs of autumn, finishing with a hot chocolate to celebrate our first term in school.

Role Play

The home corner provides opportunities for children to engage in role play based on familiar real-life experiences. This environment is equipped with real and recognisable resources, enabling children to act out every day routines, develop their language and social skills, and build confidence in imaginative play.



Investigation Table

As the term continues, children will deepen their understanding of seasonal change by observing how the natural environment develops over time. They will build on their early scientific skills by noticing patterns, talking about changes they observe, and using increasingly precise vocabulary to describe what they see, hear and feel.



Literacy

Outcome of learning:

We will read a range of familiar and repetitive texts, such as ***The Three Little Pigs*** and ***The Colour Monster*****.** Children will have opportunities to talk about new vocabulary from these stories and begin to use some of these words in their play and mark making. They will draw their favourite parts of the stories and start to represent sounds in words. These activities will support their fine motor control, early letter formation and growing confidence as emerging writers.

As part of our daily phonics sessions, children will begin learning their first letter sounds and will have lots of opportunities to orally blend sounds together to hear whole words.

Key Skills:

Children will learn to:

Mathematics

Outcome of learning:

This term, we will be exploring early number patterns and helping children build confidence with counting. They will sort and count groups of objects and join in with counting songs to support their understanding of number.

Key Skills:

Children will learn to:

- **Recognise small amounts through subitising —** noticing groups of up to three objects without needing to count them.
- **Count carefully** — saying one number for each object as they touch or move it.
- **Understand "how many"** — knowing that the last number they say tells them the total amount.

Communication and Language

Outcome of learning:

We will engage in play that develops children's listening, attention and vocabulary skills. Children will be encouraged to share their opinions and ideas with others. They will listen to stories in both small and large groups and discuss the meaning of new words. Children will also practise following simple instructions during everyday routines and classroom experiences.

Key Skills:

Children will learn to:

- **Maintain attention** — by looking and listening during small group and whole class activities.
- **Ask simple questions** — linked to their own experiences and interests.

- **Recognise familiar words and signs** — noticing print around the classroom and beginning to understand that it carries meaning.
- **Talk about favourite stories** — sharing what they enjoy about texts such as *The Three Little Pigs* and *The Colour Monster*.
- **Learn new vocabulary** — hearing new words in stories and beginning to use them in their play and mark making.
- **Write their name independently** — beginning to form letters with increasing control.
- **Explain their mark making** — telling others what their drawings or marks say or mean.
- **Begin orally blending sounds** — listening to individual sounds and putting them together to hear whole words.
- **Learn first letter sounds** — beginning to recognise and say some of our Read Write Inc. single letter sounds.
- **Use sounds in early writing** — starting to represent sounds in words during drawing and mark making activities.

- **Explore how numbers are made** — learning that numbers such as 3 and 4 can be made in different ways (for example, 1 and 2 make 3).
- **Show numbers in different ways** — using fingers, marks, pictures or objects to represent numbers up to four.

- **Express thoughts in sentences** — beginning to articulate ideas using well-formed sentences, with adult modelling and support where needed.
- **Describe personal experiences** — talking about familiar events in increasing detail.
- **Engage with stories** — listening to and talking about stories read to them.
- **Talk about their learning** — beginning to share ideas and reflections with peers and adults.

Understanding Our World

Outcome of Learning

Children will bring in their own treasure boxes from home to share with their friends in the classroom. This will help us all get to know each other and support the children in talking about what is special and important to them. Through these discussions, children will begin to understand that families are different and that everyone's home experiences are unique and valued.
As the term continues, children will also explore the signs of Autumn. They will observe seasonal changes outdoors- noticing objects such as leaves, acorns and conkers. The children will then begin to talk about what they see, hear and feel in the natural environment.

Key Skills

Children will learn to:

- **Share special objects from home** — talking about items in their treasure boxes and explaining why they are important to them.

Physical Development

Outcome of Learning

We will be helping the children to build confidence in their gross motor skills. They will learn new games that the can play together, and practise using our outdoor play equipment safely. We will also continue dough disco sessions to strengthen their hands and fingers for early writing.

Key Skills

Children will learn to:

- **Grow their gross motor confidence** — by practising rolling, crawling, walking, jumping and running, and learning how to move their bodies with control and awareness.
- **Build strength and balance** — through climbing, balancing, and taking part in simple movement games that help develop coordination.
- **Use equipment safely** — by learning to take turns, follow simple rules and move carefully around others.
- **Develop early fine motor skills** — through dough disco and hands on

Expressive Arts and Design

Outcome of Learning

Children will have opportunities to express themselves creatively in both the indoor and outdoor classroom and will learn a collection of songs and rhymes. In our Art sessions, the children will begin to explore making marks using different media, such as wax crayons and oil pastels. We will also introduce the children to our Design and Technology areas. We will model how they can use different resources such as scissors, masking tape and sticky tape to cut, join and build.

Key Skills

Children will learn to:

- **Make marks using different media** — exploring wax crayons, oil pastels and other tools to create a range of marks.
- **Use scissors safely** — beginning to cut along straight lines with growing control.
- **Join materials together** — using simple resources such as masking tape and sticky tape to connect and build.

Personal, Social and Emotional Development

Outcome of Learning

Children will feel happy and safe in their new environment as they settle into school. They will begin to build new friendships and develop confidence in their daily routines. We are passionate about supporting children during this transition and will work closely with parents to ensure every child feels secure and ready to learn.

Key skills

Children will learn to:

- **Understand boundaries and expectations** — developing an awareness of classroom rules and positive behaviour.
- **Grow in independence and confidence** — beginning to try new activities and explore the school environment with gentle support.
- **Make choices and take turns** — learning to share resources, make decisions and play cooperatively with others.

• **Talk about their own experiences** — sharing information about their home life, interests and what matters to them. • **Understand that families are different** — beginning to recognise that people live in different ways and that all families are valued. • **Notice seasonal changes** — observing signs of Autumn such as leaves, acorns and conkers, and talking about what they see outdoors. • **Use their senses to explore the environment** — describing what they see, hear and feel during outdoor learning experiences.	activities that support early mark making and letter formation.	• **Create simple constructions** — designing and making their own "homes" and models using a variety of materials. • **Learn and perform songs and rhymes** — joining in with familiar tunes and beginning to remember repeated patterns. • **Express themselves creatively** — using both indoor and outdoor spaces to explore ideas through art, music and imaginative play.	• **Separate from parents and carers** — becoming more confident when saying goodbye at the start of the day. • **Build early friendships** — starting to form positive relationships with their peers.

Playing and Exploring - Engagement	Active learning - Motivation	Creating and Thinking Critically - Thinking
Positive Relationships **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. **Enabling Environment** **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.	**Positive Relationships** **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. **Enabling Environment** **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.	**Positive Relationships** **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. **Enabling Environment** **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, we will send home a picture book for you to enjoy sharing with your child. Please log on to Seesaw to see our weekly round-up, where we will share photos, class learning and important updates. You are very welcome to post photos or learning from home, and we will share these in class so the children can talk about their experiences. Once we have held the reading workshop, we will begin including the sounds we have learnt in our weekly round-up. We are always happy to speak with you before or after school, or we can arrange a scheduled meeting if you need more time.

Enrichment activities:

We have many exciting enrichment opportunities planned for the year. Towards the end of the year, we will take the children on a farm visit to support their understanding of animals, nature and the world around them. In Term 2, we have booked a visiting planetarium to enhance our learning about space and science.

Throughout the year, we will also go on welly walks in our local area, focusing on different themes as the seasons change. These walks will help children explore their environment, notice seasonal changes and develop curiosity about the world around them. We aim to give families several weeks' notice for all trips and events.

Workshop:

Our reading workshop will take place on **Wednesday 30th September**. Further details will be emailed to you.