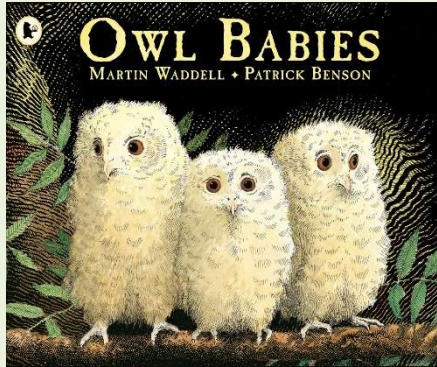
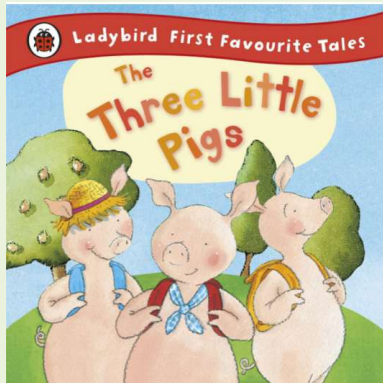
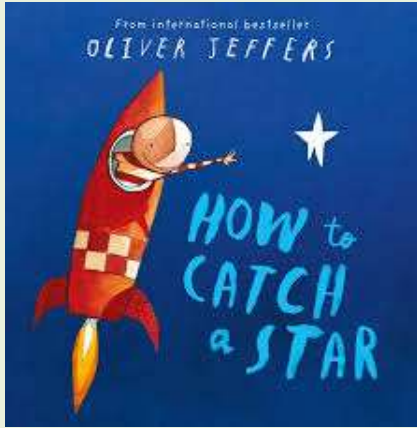
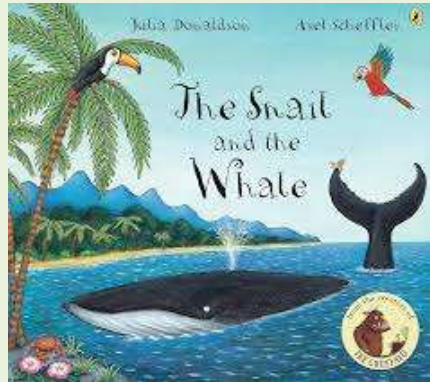
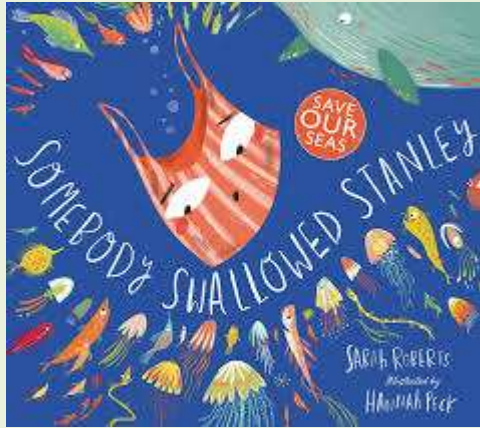
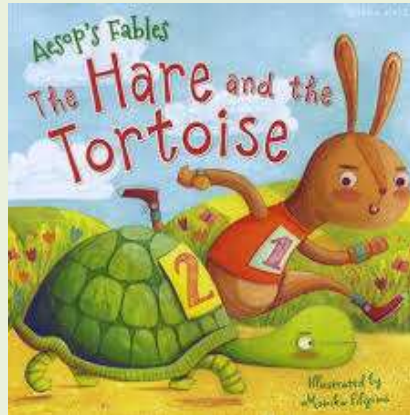


Reception Curriculum Map 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Keeping safe	Adventure above the clouds	The world around us	Looking after our world	Let's get moving
Core text(s)	Owl Babies	The Three Little Pigs	How to catch a star	The Snail and the Whale	Somebody Swallowed Stanley	The Tortoise and the Hare
						
Areas of Learning	In the Early Years, we focus on and teach knowledge and skills in a cross curricular way. This means that each week we provide our children activities to meet their individual needs and do this through our core text and topic.					
	The Natural World (Science)	People, Culture, Communities (Geography)	Past and Present (History)	People, Culture, Communities (Geography)	The Natural world (Science)	The Natural world (Science)
	Prime Areas – Communication and Language, Personal, Social, Emotional Development, Physical Development Specific Areas – Literacy, Mathematics, Expressive Arts and Design					
EAD (Art and DT)	Mark Making	Structures - Hibernation Box	Exploring Colour	Structures – Boats	Movement Maps	Cooking & Nutrition -Soup
	*this is only floor book evidence. The children will be engaging in lots of other art activities					
EAD (Music)	Compare high and low sounds / Understand the meaning of pitch	Explore percussion sounds to enhance storytelling	Sing a call-and-response song / Clap on beats 1 and 2	Body percussion / Samba rhythm	Recognise instruments used in samba music	Understand what improvisation is
Past and Present (History)	My Family and Me	People Who Help Us	Storytelling Through History		Exploring Nature's Wonders	
People, Culture, Communities (Geography)	Exploring my local environment		Farming and Food		Weather and Seasons	
The Natural World (Science)	What Am I made from?		Adventure Above the Clouds		Movement: What Floats?	
	Our Changing World: The Local Environment					
Personal, Social, Emotional Development (RSHE)	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Reading	Group Guided Reading	Group Guided Reading	Group Guided Reading	Group Guided Reading	Group Guided Reading	Group Guided Reading
Story Time – Familiar Stories	Nursery Rhymes		Traditional Tales		Familiar Stories	
Phonics Rocket Phonics	Scope and sequence Phoneme/grapheme: s, a, t, i p, n, m, d g, o, c, k Common exception words: l, the, go, to, no, into	Scope and sequence Phoneme/grapheme: ck, e, u, r h, b, f, ff, l, ll, ss Common exception words: l, the, go, to, no, into Double consonant letters Two syllable words	Scope and sequence Phoneme/grapheme: j, v, w, x y, z, zz, qu Common exception words: he, she, we, me, be, was, my, you, her, they, all, are Consolidation	Scope and sequence Phoneme/grapheme: ch, sh, th, ng, ai, ee igh, oa, oo, oo Common exception words: he, she, we, me, be, was, my, you, her, they, all, are Consolidation	Scope and sequence Phoneme/grapheme: ar, or, ur, ow oi, ear, air ure, er Common exception words: some, one, said, come, do, so, were, when, have, there, out, like, little, what Consolidation	Scope and sequence Phoneme/grapheme: wh, ph, ay, a-e, a, e-e, ie, ea Common exception words: some, one, said, come, do, so, were, when, have, there, out, like, little, what Consolidation
Maths	Getting to know you! Match, Sort & Compare Talk about measure and patterns.	It's me, 1,2,3! Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5! Mass and Capacity Growing 6, 7, 8 Length, Height & Time	Building 9 and 10 Explore 3D Shapes	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping	Visualise, build and map Make connections Consolidation
Gross (PE) and Fine Motor Skills	PE with Coach Ross					
	*The children will be engaging in lots of other gross motor activities in the class environment.					
	Fine Motor activities & Letter Formation (letters taught in phonics)	Fine Motor activities & Letter Formation (letters taught in phonics)	Fine Motor activities & Letter Formation (letters taught in phonics)	Fine Motor activities & Handwriting	Fine Motor activities & Handwriting	Fine Motor activities & Handwriting
School Values	Golden Rules	Excellence, Resilience, Independence, Curiosity, Self-control, Cooperation, Acceptance, Respect, Gratitude				

Physical Development	Gross Motor Skills	Children will know how to hop, skip and jump.	Children will know how to ride a balance bike.	Children will know how to pull themselves up rope and hang on monkey bars.	Children will know how to kick and pass different sized balls	Children will know how to throw and catch different sized balls.	Children will know how to bat and aim using different sized balls.
	Fine Motor Skills	Children will know the correct pencil grip and posture for writing. Children will know how to correctly form the letters m,a,s,d.	Children will know how to do up and undo buttons. Children will know how to correctly form the letters t, i, n, p, g, o.	Children will know how to use a knife and fork. Children will know how to correctly form the letters c, k, u, b, f, e.	Children will know how to thread and sew. Children will know how to correctly form the letters l, h, r, j, v, y.	Children will know how to use two-hole scissors to make snips in paper. Children will know how to correctly form the letters w, z, x, q.	Children will know how to use two-hole scissors to cut along lines. Children will know how to correctly form capital letters.
	Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor: 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.						
Literacy	Comprehension	Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.	Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.	Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.	Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.	Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.	Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.
	Word Reading	Children will read and correctly form the sounds s, a, t, i, p, n, m, d, g, o, c, k. Children will hear and identify initial sounds in words. Children will begin to know tricky words l, the, go, to, no, into	Children will read and correctly form the sounds ck, e, u, r, h, b, f, ff, ll, ss. Children will blend known sounds in words. Children will consolidate tricky words l, the, go, to, no, into	Children will read and correctly form the sounds j, v, w, x, y, z, zz, qu Children will blend known sounds in words. Children will begin to know tricky words he, she, we, me, be, was, my, you, her, they, all, are	Children will read and correctly form the sounds ch, sh, th, ng, ai, ee, igh, oa, oo (short), oo (long) Children will blend known sounds in words. Children will consolidate tricky words he, she, we, me, be, was, my, you, her, they, all, are	Children will read and correctly form the sounds ar, or, ur, ow, oi, ear, air, ure, er Children will blend known sounds in words. Children will begin to know tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what	Children will read and correctly form the sounds wh, ph, ay, a-e, a, e-e, ie, ea Children will consolidate tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what
	Writing	Children will know how to correctly form the letters m,a,s,d. Children will know how to write their name.	Children will know how to correctly form the letters t, i, n, p, g, o. Children will know how to write initial sounds.	Children will know how to correctly form the letters c, k, u, b, f, e. Children will know how to write CVC/CVCC words.	Children will know how to correctly form the letters l, h, r, j, v, y. Children will know how to write a short phrase.	Children will know how to correctly form the letters w, z, x, q. Children will know how to write a short sentence	Children will know how to correctly form capital letters. Children will know how to read what they have written to check it makes sense.
	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.						
Maths	Number	Children will compare number	Children will know the composition of numbers 1-5 Children will subitise up to 5	Children will represent, compose and compare numbers to 8. Children will know number bonds to 5	Children will represent, compose and compare numbers to 8. Children will be able to combine numbers to add up to 10	Children will count forwards and backwards within 10. Children will know 5+5=10, 0+10+10.	Children will double within 10
	Numerical Patterns	Children will create simple patterns	Children will identify and name shapes with up to 4 sides	Children will compare mass and capacity. Children will make pairs.	Children will explore length, height and time. Children will compare numbers to 10. Children will identify a cube, sphere, cylinder and cone. Children will make ABB/AAB repeated patterns.	Children will build and identify numbers to 20. Children will match patterns using tangrams and shapes. Children will add more and take away within 20	Children will equally share into two groups. Children will identify even and odd numbers up to 10. Children will verbally count beyond 20.
	Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) 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.						

Understanding the world	Past and Present (History)	Children will talk about past and present events in their own lives and in the lives of family members. Children will use past, present, and future forms accurately when talking about events. Children will understand that other children have different experiences and backgrounds.	Children will compare the roles of community helpers now and in the past. Children will understand the significance of different community helpers.	Children will listen to stories set in the past and compare with the present.	Children will compare their daily routines with those of others. Children will describe how their daily life has changed over time	Children will describe how life was different in the past compared to now.	Children will use past and present forms to discuss historical changes.
	People, Culture and Communities (Geography)	Children will identify typical weather in Autumn Children will explore the local park and identify different types of trees.	Children will know how people in different countries celebrate Christmas.	Children will identify typical weather in Winter. Children will know that a globe shows different countries.	Children will identify typical weather in Spring. Children will know where different foods come from and compare different countries it is grown.	Children will know the name of the road that our school is on. Children will explore aerial maps of our school and identify key features.	Children will identify typical weather in Summer. Children will identify similarities and differences between life in England and another country
	People, Culture and Communities (R.E)	Children will know what is special to them and their families.	Children will know the Christian Christmas story.	Children will know the Easter story.	Children will name and explain the purpose of a church.	Children will name and explain the purpose of a mosque.	Children will know how to pray individually.
	The Natural World (Science)	Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. Children will know that this time of year is Autumn.	Children will explore what happens when they mix materials	Children will melt and solidify different substances. Children will know that this time of year is Winter.	Children will know the lifecycle of a plant. Children will observe the life cycle of a frog. Children will know that this time of year is Spring.	Children will identify plastic and metal. Children will know what material a magnet picks up. Children will explore forces	Children will explore light, dark and will know how to create shadows. Children will know that this time of year is Summer. Children will observe how a tree has changed over the 4 seasons.
	<u>Past and Present:</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <u>The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						
Expressive Arts and Design	Creating with Materials (Art and Design)	Children will know how to draw a person – head, body, arms, legs and facial features. Children will know how to mix primary colours to make secondary colours using poster paints.	Children will know different ways to temporarily join materials together. Children will know how to plan and select the correct resources needed to make a model.	Children will know how to use and mix watercolour paints. Children will know how to make different shades of the same colour.	Children will know how to thread and weave. Children will develop and follow their own design.	Children will know how to translate movement and memories into lines, marks and patterns to create abstract art. Children will use paints and a variety of drawing tools including pencils, charcoal and pastels to express themselves.	Children will know how to safely use tools to prepare ingredients. Children will use their knowledge of vegetables to make their own soup design.
	Being Imaginative and Expressive (Music)	Children will understand the meaning of pitch.	Children will know how to use sounds to enhance storytelling.	Children will know call and response songs.	Children will use body percussion and know the meaning of rhythm.	Children will know what instruments are used in samba music.	Children will understand what improvisation is.
		<u>Creating with Materials:</u> 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. <u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					