

Reception Curriculum Map 2026-2027

In the EYFS, planning will be adjusted according to the interests and needs of the children.

Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1 - 7 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 4 weeks	Summer 1 - 7 weeks	Summer 2 - 7 weeks
Possible Themes	Marvellous Me! 	Sparkle and shine! 	Once upon a time! 	Superheroes! 	The Growing Adventure 	Looking After Our World and Beyond 
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class inside and out School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Investigating a crime scene - who did it? Exploring the settings for different stories, Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?	Emergency Services Heath Care Workers School Staff Council Workers Hospitality Workers Transport Workers	Lifecycles of a plants and minibests Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Night and day animals	Caring for Our World (Environment & Recycling) Nature and Living Things Earth and Natural Forces Beyond Our World (Space Exploration) What is in space beyond Earth? People and Responsibility How can we help look after our planet every day?
Possible texts/stories						
	The Colour Monster, Ruby's Worry, Super Duper You, Lulu's First Day.	Leaf Man, The Leaf Thief, Owl Babies, Rama and Sita - The Story of Diwali, The Jolly Christmas Postman,	Three Little Pigs, Super Pigs, Three Billy Goats Gruff, Goldilocks, Little Red Riding Hood, Into The	Supertato, Zog, Real Superheroes, People In the Emergency Services.	Jasper's Beanstalk, Jack and the Beanstalk, A Seed in Need, A Tiny Seed.	Recycle Michael, The Way Back Home, The Snail and The World, Someone swallowed Stanley, The Great

		Stick Man,	Forest.			Paper Caper, The Smeds and The Smoos.
Now Press Play	Autumn.	The Nativity.	Goldilocks, Three Little Pigs, Gingerbread Man.	People Who help us.	Jack and The Beanstalk, On the Farm,	Space
Area of Learning	<u>Autumn 1 – 7 weeks</u>	<u>Autumn 2 – 7 weeks</u>	<u>Spring 1 – 6 weeks</u>	<u>Spring 2 – 4 weeks</u>	<u>Summer 1 – 7 weeks</u>	<u>Summer 2 – 7 weeks</u>
PSED Self-regulation Managing Self Building Relationship	We will be learning to: -See ourselves as a valuable individual by talking about who we are, our families, and what makes us unique -Manage our own needs by following daily routines such as toileting, handwashing, and choosing resources independently -Express our feelings and consider the feelings of others by naming simple emotions and sharing how we feel with support -Build constructive and respectful relationships by making friends, learning class rules, and taking turns in play.	We will be learning to: -Recognise that we are an important person in our class and school. -Be a good friend to others and know what that means and involves. -Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves -Think about the perspectives of others. Eg how do you think X feels when this happens? -Manage our own personal hygiene including going to the toilet and washing our hands.	We will be learning to: -Think about the perspectives of others by exploring how story characters feel, think, and behave Express our feelings and consider the feelings of others by linking story experiences to our own lives Build constructive and respectful relationships through role-play, storytelling, and group activities Show resilience and perseverance in the face of challenge by retelling stories and sequencing events	We will be learning to: -Show resilience and perseverance in the face of challenge by completing physical and problem-solving “hero missions” -Identify and moderate our own feelings socially and emotionally by talking about how superheroes handle tricky situations -Build constructive and respectful relationships by working as part of a team during challenges and games -Think about the perspectives of others by exploring fairness, right and wrong, and different viewpoints	We will be learning to: -See ourselves as a valuable individual by reflecting on our achievements and personal growth -Manage our own needs by increasing independence in dressing, organisation, and self-care -Show resilience and perseverance in the face of challenge by trying new skills and continuing when things are difficult -Express our feelings and consider the feelings of others by recognising a wider range of emotions linked to experiences and change	We will be learning to: -Think about the perspectives of others by considering how our actions affect people, animals, and the environment -Build constructive and respectful relationships by working together on shared goals and projects -Express our feelings and consider the feelings of others by developing empathy and responsibility for the world around us -Show resilience and perseverance in the face of challenge by completing longer projects and reflecting on our learning journey
Communication and Language Listening, Attention and	We will be learning to: -Understand how to listen carefully and why listening is	We will be learning to... -Engage in non-fiction books linked to celebrations such as Bonfire Night, Diwali and Christmas	We will be learning to: -Listen to and talk about stories to build familiarity and	We will be learning to: -Use talk to help work out problems and organise our thinking	We will be learning to: -Describe events in some detail -Articulate our ideas	We will be learning to: - Engage in non-fiction books - Listen to and talk

understanding Speaking	important -Engage in storytimes -Listen to and talk about stories to build familiarity and understanding -Listen carefully to rhymes and songs, paying attention to how they sound -Learn new vocabulary -Use new vocabulary through the day -Develop social phrases	-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary -Ask questions to find out more and to check we understand what has been said to us -Listen to and talk about stories linked to celebrations to build familiarity and understanding -Learn new vocabulary related to celebrations and traditions -Use new vocabulary through the day in meaningful contexts	understanding -Retell the story once we have developed a deep familiarity with the text, using some exact repetition and some of our own words -Learn rhymes, poems and songs -Articulate our ideas and thoughts in well-formed sentences -Connect one idea or action to another using a range of connectives	and activities -Explain how things work and why they might happen -Ask questions to find out more and to check we understand what has been said to us -Use new vocabulary in different contexts -Develop social phrases	and thoughts in well-formed sentences -Connect one idea or action to another using a range of connectives -Use talk to help organise our thinking and explain what we are doing	about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary -Use new vocabulary in different contexts -Describe events and experiences in detail -Use talk to explain how things work and why they might happen
Ongoing- SHREC approach, Wellcomm						
Physical Development	We will be learning to: -Revise and refine the fundamental movement skills we have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing -Develop the overall body strength, co-ordination, balance and agility needed to engage in physical activity -Use our core muscle strength to achieve a good posture when sitting at a table or on	We will be learning to: -Progress towards a more fluent style of moving with developing control and grace through dance and celebration activities linked to Bonfire Night, Diwali and Christmas -Combine different movements with increasing control, for example moving in different ways during dance and music -Confidently and safely use a range of large and small apparatus indoors and outside, with support -Develop overall body strength, balance, co-ordination and agility	We will be learning to: -Combine different movements with greater ease and fluency when responding to stories and role play -Progress towards a more fluent style of moving with developing control and grace -Develop the foundations of a handwriting style by using a comfortable grip and forming recognisable letters -Develop our small	We will be learning to: -Confidently combine different movements with ease and fluency during physical challenges and obstacle courses -Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball -Confidently and	We will be learning to: -Move with increasing fluency, control and grace in a range of physical activities -Apply our developing movement skills with coordination and confidence in outdoor and group activities -Develop the foundations of a handwriting style which is increasingly accurate and efficient -Develop our small motor skills so that we can use a range of	We will be learning to: -Apply our movement skills with confidence, control and coordination in a range of contexts -Demonstrate confidence, competence, precision and accuracy when engaging in activities that involve a ball -Confidently and safely use a range of large and small apparatus independently and in groups -Develop the

	the floor -Develop our small motor skills so that we can use a range of tools competently, safely and confidently, including pencils, paintbrushes and scissors -Begin to develop the skills we need to manage the school day successfully, including lining up, mealtimes and personal hygiene	through group and celebration activities -Develop our small motor skills with increasing control when using tools such as scissors, paintbrushes and pencils	motor skills so that we can use a range of tools with increasing accuracy and control -Use our core muscle strength to maintain a good posture during table and floor activities	safely use a range of large and small apparatus indoors and outside, alone and in a group -Develop overall body strength, balance, co-ordination and agility through more challenging activities	tools confidently and with precision -Know and talk about the different factors that support our overall health and wellbeing, including regular physical activity, healthy eating, toothbrushing and sleep routines	foundations of a handwriting style which is fast, accurate and efficient -Know and talk about the different factors that support our overall health and wellbeing, including being a safe pedestrian and making healthy choices -Independently manage the skills needed for the school day successfully, including lining up, mealtimes and personal hygiene
Literacy Comprehension Word reading Writing	We will be learning to: -Enjoy an increasing range of print and digital books, both fiction and non-fiction -Re-read books to build up confidence in word reading, fluency and understanding -Describe main story settings, events and principal characters in increasing detail -Re-enact and reinvent stories we have heard in our play -Give meaning to the marks we make as we draw, write, paint and	We will be learning to: -Re-read familiar books to build fluency, confidence and enjoyment in reading -Enjoy an increasing range of fiction and non-fiction texts linked to celebrations such as Bonfire Night, Diwali and Christmas -Continue to describe story settings, events and characters in more detail -Re-enact and retell stories through role play and small world play -Continue to	We will be learning to: -Read individual letters by saying the sounds for them -Blend sounds into words to read short words made up of known letter-sound correspondences -Read some letter groups that each represent one sound and say the sounds for them -Read a few common exception words matched to our phonics programme -Read simple phrases	We will be learning to: -Continue to blend sounds into words to support reading fluency and accuracy -Read words, phrases and simple sentences using known letter-sound correspondences -Read common exception words with increasing confidence -Re-read books to build fluency, understanding and enjoyment -Begin to write words by identifying sounds	We will be learning to: -Form lower-case and capital letters correctly with increasing consistency -Spell words by identifying sounds and writing them with letters or groups of letters -Write short sentences using words with known sound-letter correspondences, using a capital letter and full stop -Re-read what we have written to check	We will be learning to: -Read simple phrases and sentences with increasing fluency and understanding -Re-read books to build confidence, fluency and enjoyment -Read common exception words with increasing automaticity -Write short sentences independently using correct letter formation, capital letters and full stops

	use digital tools -Know that information can be retrieved from books, computers and digital devices -Listen to and recall stories or information that has been read to us	understand that information can be retrieved from books and digital devices -Begin to recognise that print carries meaning in different contexts	and sentences made up of known letter-sound correspondences and a few exception words -Re-read books to build fluency, understanding and enjoyment -Describe story settings, events and characters with increasing detail	and representing them with letters -Form lower-case and capital letters correctly	that it makes sense -Enjoy creating texts for different purposes such as lists, labels, invitations and simple stories -Continue to develop confidence in reading simple phrases and sentences	-Re-read our writing to check it makes sense and can be improved -Use writing to communicate meaning for different purposes, including stories, lists and information texts -Give meaning to the marks we make using print and digital tools
Mathematics Number Numerical pattern SSM	We will be learning to: -Count objects, actions and sounds -Subitise small amounts and begin to see numbers in different ways -Link the number symbol (numeral) with its cardinal number value -Explore the composition of numbers to 5, beginning to understand that numbers are made up of smaller numbers -Compare small quantities -Begin to understand the 'one more than/one less than' relationship between consecutive numbers	We will be learning to: -Count objects, actions and sounds with increasing accuracy -Count beyond ten -Subitise and begin to conceptually subitise by recognising smaller groups within numbers -Compare numbers and quantities using language such as more than, fewer than and equal to -Explore the composition of numbers to 10 using a range of objects -Continue, copy and create repeating patterns and begin to identify the pattern rule -Begin to compare length, weight and capacity through practical activities	We will be learning to: -Link numbers to amounts and secure understanding of cardinality -Explore the composition of numbers to 10, recognising different ways numbers can be made -Automatically recall number bonds for numbers 0-5 -Understand the 'one more than/one less than' relationship between consecutive numbers -Select, rotate and manipulate shapes to develop spatial reasoning skills -Compose and decompose shapes,	We will be learning to: -Automatically recall number bonds for numbers 0-5 and begin to apply this knowledge -In practical activities, add one and subtract one with numbers to 10 -Begin to explore and solve mathematical problems using our own strategies, including using objects, marks, numerals and symbols such as + and - -Compare numbers with increasing confidence -Continue to develop spatial reasoning by manipulating shapes and exploring	We will be learning to: -Secure understanding of number to 10, including composition and number bonds -Apply knowledge of addition and subtraction within 10 in practical contexts -Continue to explore and solve mathematical problems using a range of strategies -Compare length, weight and capacity, beginning to consider fairness and accuracy -Become familiar with measuring tools through everyday experiences and play -Order and sequence events and begin to	We will be learning to: -Demonstrate a secure understanding of number to 10, including composition and relationships between numbers -Apply addition and subtraction skills confidently within 10 -Solve mathematical problems, explaining our thinking and choosing appropriate strategies -Compare and measure length, weight and capacity with increasing accuracy -Use everyday language related to time and begin to measure time using timers and calendars

	-Continue, copy and create simple repeating patterns		recognising that shapes can be made from other shapes -Begin to order and sequence events using everyday language related to time	patterns -Use mathematical language to describe position, movement and problem solving	measure time using timers and simple language	-Recognise, create and explain patterns and relationships in number and the environment
Understanding of the World	We will be learning to: -Name and describe people who are familiar to us -Talk about members of our immediate family and community -Comment on images of familiar situations in the past -Compare and contrast characters from stories, including figures from the past -Draw information from a simple map of familiar places -Explore and talk about our immediate environment and what we notice around us	We will be learning to: -Recognise that people have different beliefs and celebrate special times in different ways, including Bonfire Night, Diwali and Christmas -Understand that some places are special to members of their community -Talk about members of our community and how they help us -Recognise some similarities and differences between life in this country and life in other countries -Compare and contrast characters from stories and celebrations -Draw information from simple maps linked to places and celebrations	We will be learning to: -Compare and contrast characters from stories, including figures from the past -Talk about how characters and events are similar or different -Comment on images of familiar situations in the past and begin to make simple comparisons -Draw information from simple maps in story contexts -Talk about how places in stories may be similar or different to places we know	We will be learning to: -Explore how people in different roles (real-life heroes) help us in our community -Recognise some similarities and differences between people and places in our local environment -Talk about how environments and roles change over time -Draw information from simple maps and begin to use them in problem-solving activities -Compare characters and real-life roles from stories and experiences	We will be learning to: -Explore the natural world around us -Describe what we see, hear and feel whilst outside -Understand the effect of changing seasons on the natural world around us -Recognise that environments can change and grow over time -Talk about similarities and differences in natural environments -Begin to make simple observations about plants, animals and growth	We will be learning to: -Recognise some environments that are different to the one in which we live, including places beyond our local area and the wider world -Understand how we can look after our environment and why this is important -Continue to explore the natural world and describe changes we notice -Use digital technology to explore and find information about the world around us -Draw information from maps and begin to use them to talk about journeys and places -Recognise similarities and differences between life in this country and other

						countries in more depth
EAD Creating with materials Being imaginative and expressive	We will be learning to: -Explore, use and refine a variety of artistic effects to express our ideas and feelings Return to and build on our previous learning, beginning to refine ideas and represent them in different ways -Create collaboratively, sharing ideas, resources and skills with others -Develop storylines in our pretend play, using familiar experiences from home and school -Explore and engage in music making and dance through free exploration -Listen attentively to music and begin to move in response to sound	We will be learning to: -Return to and build on our previous learning, refining ideas and developing our ability to represent them -Create collaboratively, sharing ideas, resources and skills during celebrations such as Bonfire Night, Diwali and Christmas -Listen attentively, move to and talk about music, expressing our feelings and responses -Watch and talk about dance and performance art, expressing our feelings and responses -Sing in a group or on our own, beginning to match pitch and follow a melody -Explore and engage in music making and dance, performing solo or in groups with support	We will be learning to: -Develop storylines in our pretend play, using characters and events from familiar stories -Explore and engage in music making and dance to represent story settings and characters -Watch and talk about performance, expressing ideas and feelings about what we see -Sing in a group or on our own, increasingly matching pitch and following melody -Create collaboratively, sharing ideas and developing representations of stories -Return to and refine previous creative work, improving detail and expression	We will be learning to: -Develop storylines in pretend play, creating imaginative superhero scenarios -Explore and engage in music making and dance to express power, movement and emotion -Listen attentively to music and respond through movement and expression -Watch and talk about dance and performance art, expressing ideas and feelings -Sing in a group or independently with increasing control of pitch and rhythm -Create collaboratively, sharing ideas and refining work through teamwork	We will be learning to: -Explore, use and refine a variety of artistic effects to represent the natural world and growth -Return to and build on previous learning, refining ideas with increasing control and detail -Create collaboratively, sharing ideas, resources and skills in outdoor and nature-based projects -Explore and engage in music making and dance linked to seasons and change -Develop storylines in pretend play based on growth, change and life cycles -Sing in a group or on our own with increasing confidence and accuracy	We will be learning to: -Explore, use and refine a variety of artistic effects to represent the wider world and beyond -Return to and build on previous learning, refining ideas and creating with greater independence and detail Create collaboratively, sharing ideas, resources and skills in larger projects about the world and environment -Explore and engage in music making and dance to express global themes and experiences -Watch and talk about performance art, expressing ideas, feelings and interpretations -Sing in a group or independently with control of pitch, rhythm and expression -Develop storylines in pretend play that reflect wider world

						experiences and imagination
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