

Reception Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Kindness	Teamwork	Respect	Creativity	Perseverance	Responsibility
Reception Themes	Who Am I?	How do we celebrate festivals?	Why do we need water?	How do things grow?	Am I a hero?	Why are animals of the world amazing?
Assemblies (BV, SMSC)	Growth Mindset Mindfulness Anti-bullying week Diwali Remembrance Advent/Christmas		Route to resilience themes Chinese New Year Mother's Day Easter		Father's Day Moving on and changes	
Curriculum Enrichment	Big Moves Shoe box appeal Rec/KS1 Christmas Play Book fair		Big Moves World book day Sports Relief/Comic Relief Science day		Sports day Transition projects Summer fair	
Literacy	Making marks. Initial sounds and CVC. Formation of simple sounds. Hearing rhythm in words. Building up bank of stories and nursery rhymes. Early Talk for writing. Applying phase 2 and phase 3, & HRS words ph2 & 3		Writing simple labels and captions working towards simple sentences. Non-fiction writing. Applying phase 3 and phase 4, & HRS words phase 2 + 3.		Forming letters correctly. Retell of simple stories. Extending writing forms. Non-fiction writing. Applying phase 4 and phase 5, & HRS words	
Key Quality Texts	Super Duper you Only one you What makes me a me? The Colour Monster	We're going on a bear hunt Whatever Next! Brown Bear, Brown Bear Room on the Broom Stick Man	Chinese New Year-'The Great Race' Commotion in the Ocean Rainbow Fish The treasure of Pirate Frank The Three Billy Goats	Jack & the Beanstalk Jasper's Beanstalk The tiny seed Oliver's Vegetables The Enormous Turnip How to plant cress seeds/sunflowers N/F	Super worm People who help us N/F The Gruffalo	Little red Hen The Very Hungry Caterpillar Dear Zoo What the ladybird heard Monkey Puzzle

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Phonics	Revision of phase 1 during first 2 weeks & baseline Phase 2 • Oral blending • Sounding out and blending with 23 new grapheme/phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words		Phase 3 Autumn 2, Spring 1 and Spring 2 • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2		Phase 4 Summer 1 • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 Phase 5 Summer 2 • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words	
Math	White Rose – Getting to Know You (Baseline) Match, sort & compare Talk about measures & patterns It's me 1,2,3 Circles & triangles 1,2,3,4,5 Shapes with 4 sides		White Rose - Alive in 5 Mass & capacity Growing - 6,7,8 Length, height & time Building 9,10 Explore 3-D shapes		White Rose - To 20 & beyond How many now? Manipulate, compose & decompose Sharing & grouping Visualise, build & map Make connections Consolidations	
PD - P.E.	Big Moves large body movements such as crawling, rolling, balancing, stretching and crossing the midline, to develop core strength, coordination, spatial awareness and control. Ball Skills develop skills - controlling a ball, rolling and throwing a ball, bouncing a ball, kicking a ball, catching a ball and striking a ball.	Reception Dance unit 1 Recognise actions can be performed to music. Copy, create, repeat and perform some basic actions to music. Use their body to recreate and symbolise people and actions. Reception Gymnastics unit 1 Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.	Reception dance unit 2 Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns. Reception Body Management Unit 1 Explore balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.	Reception speed agility travel unit 1 Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare. Reception body management unit 2 Explore a variety of rolling, sliding, etc. Jump using a variety of take-offs/landings; use hands and feet in different combinations. Participate in a variety of small group cooperative activities.	Reception gymnastics unit 2 Further develop confidence in fundamental movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions. Reception speed agility travel unit 2 Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.	Reception cooperate & solve problems unit 1 Organise and match items, images, colours and symbols. Work with a partner to listen and share ideas & questions. Collect, distinguish and differentiate colours and create a shape as a team.

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EAD - Music	Exploring sounds Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment	Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa, and Christmas.	Music and movement Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Musical stories Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters	Transport Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.	Big Band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song
EAD - Art	Finding Circles Observation, Familiarity with Shapes and Shape Names, Visual Literacy, Relationship of 2d to 3d, Recording, Sharing, Reflection	Repeat Pattern printing roller to design their own patterns using string, work on a 3D surface and use movement to create their prints. This activity encourages learners to develop their dexterity, fine motor skills, hand-eye coordination, colour mixing and also nurtures their curiosity.	Collage with wax Crayons children will explore a range of different textures found in nature and around the building through wax crayon rubbings.	Fruit and Veg Heads To build faces on a fruit or vegetable. Learners will use their imaginations to create lots of different characters and facial expressions. This activity aims to promote the development of skills such as modelling, dexterity and creating narratives	Insect Hotels To create insect hotels using natural materials sourced from their local area. They will go on to create drawings inspired by their insect hotels, experimenting with different materials and mark-making.	Imaginary Landscapes Explore landscape through tactile mark-making and collage.
	Angry Cat, Calm Cat to create a collaged ‘Angry Cat’ face and a ‘Calm Cat’ face using assorted fabric and paper.					
PSED	Self-regulation My feelings: L1: Identifying my feelings L3: Coping strategies L4: Emotional adjectives L5: Facial expressions		Building relationships Special Relationships: L2: Special people L3: Sharing L4: I am unique L6: Similarities & differences	Building relationships My Family and friends L1: Festivals L2: Sharing L3: What makes a good friend L4: Being a good friend	Managing Self Taking on Challenges: L1 Why do we have rules? L2: Building towers L5 Team races	Managing Self My Well-Being: L1: What is exercise? L4: Being a safe Pedestrian L5: Eating healthily

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UW - R.E.	Unit 1: Why is the word God so important to Christians?	Unit 2: Why is Christmas special for Christians?	Unit 3: Being special: Where do we belong?	Unit 4: Why is Easter special to Christians?	Unit 5: Which places are special and why?	Unit 6: Which stories are special and why?
UW - History	Peak into the Past children reflect on memories and experiences from their own past.			Adventures through Time children compare characters from various stories in the past, including historical figures.		
		What does it mean to remember? understanding why some people remember those who help keep the world safe. Remembrance Day				
UW- Geography	Outdoor Adventures Using the senses to explore and describe the natural world around them whilst outside; understanding the effect of the changing seasons.		Exploring Maps Exploring maps through discussion, storytelling, games and creative activity.		Around the World Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.	
UW - Science	Seasons – changes in the natural world					
	Autumn Explore the changes happening during Autumn. Go on nature walks to observe different colour leaves, collect leaves, conkers, acorns, etc, using the collected items for leaf rubbings/natural art.	Winter Go on nature walks, observing the footprints in the snow and learning about different animal tracks and to recognise how animals prepare for the winter. Depending on the weather, the children can work together to build snowmen and make snow angels. The children will experience sensory activities that reflect the cold, wet and icy nature of this time.		Spring Go on nature walks to observe new flowers, budding trees, and wildlife. Learn about different types of flowers and plants, naming them and discussing their characteristics. Children to participate in planting seeds or bulbs, learn about the life cycle of plants, from seed to full bloom, and the lifecycle of the butterfly, and chicken.		Summer Go on organised nature walks or trips to local parks, allowing the children to explore the different natural elements present during the summer. The children can observe insects, butterflies, and birds, learning about their characteristics and habitats.

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	Exploring Materials Children begin to understand what objects are made of and the properties of various materials. They begin to observe these closely and make choices about what material they might use for different situations	Properties of Materials Finding out which materials are waterproof to keep Teddy dry. To explore freezing and melting, using ice cubes/water, and chocolate.	Floating and sinking To explore floating and sinking through hands-on water play, testing a range of everyday objects and talking about what they notice.	Plants To learn to identify and name basic parts of a plant (root, stem, leaf, flower). They will discover what plants need to grow and stay healthy – water, sunlight, and soil. learn the lifecycle of a plant, from seed to flower.	Animals, mini-beasts, and insects to identify and name a variety of common animals, including mammals, birds, fish, reptiles, and amphibians. Observe and talk about different insects and minibeasts, such as ladybirds, worms, spiders, and butterflies, developing an understanding of their basic features and habitats. To discuss similarities and differences between animals and will be encouraged to observe how these creatures move, what they eat, and where they live. To understand life cycles, such as the transformation from caterpillar to butterfly, and consider how to care for living things with kindness and respect.
UW - Forest School					The children will engage in a variety of learning experiences that foster their curiosity and development. They learn about the natural world through hands-on activities such as exploring woodland areas, identifying plants and animals, and observing seasonal changes. These sessions will develop important skills like teamwork, problem-solving, resilience, and independence. Forest School encourages creativity and confidence through activities like den building, mud play, and storytelling in nature. Children are encouraged to work with others to carry out activities such as den/shelter building, role play, exploration, practical and creative skills and tasks. (5 weeks)
Enhancements	Throughout the year, the children will have opportunities to: - Observe, record & develop their understanding of different weather & the changes in seasons. - Discover & learn about the past through photographs, stories, video & non-fiction. - Find out differences and similarities between families in their class & in different countries. - Celebrate different festivals. - Ask visitors to the school their own questions - Develop their gross and fine motor skills - Make different types of maps. - Use different materials and resources to create models & learn different joining techniques. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Invent, adapt and recount narratives and stories with peers and their teachers. - Make use of props and materials when role playing characters in narratives and stories. - Explore & listen to music, watch performances, sing and dance, and be able express their feelings and responses. - Know how to keep their bodies (including their teeth) and minds healthy. - Use a range of large and small equipment, indoors & outdoors.				