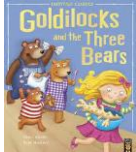
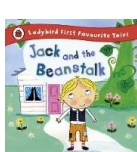
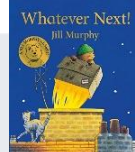
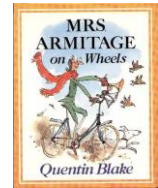
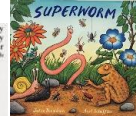


Reception Curriculum Map

September 2026/27

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Who is in my family? Project: Families	What places are special to our community? Project: Buildings	What does space look like? Project: Space	Where do animals live? Project: Animals, seasons and Habitats	How can we travel to places? Project: How vehicles are different around the world.	What happens under the soil? Project: Growing
Class text	Talk for Writing Texts  	Talk for Writing Texts  	Talk for Writing Texts  	Talk for Writing Texts  	  	Talk for Writing Texts
Supporting Texts	Owl Babies And Tango Makes Three	Goldilocks Jack and the Jelly Beanstalk Red	Look Up! The Way Back Home The Smeds and the Smoos	The Gruffalo Monkey Puzzle Lost and Found The Snail and the Whale	Who sank the boat? The Train Ride The Naughty Bus	Mad about Minibeasts Doug the Bug The Enormous Turnip
CLL	Understand how to listen carefully and why listening is important. Follow simple instructions and join in with storytimes. Begin to use simple social phrases. Learn and use new vocabulary linked to topics and routines. Engage in storytimes. Listen to stories and rhymes daily. Learn and join in with familiar rhymes, poems and songs.	Maintain attention during longer stories and discussions. Listen carefully to others and take turns in conversation. Articulate ideas in simple sentences. Begin to ask questions about stories and experiences. Use new vocabulary during play. Talk about familiar stories. Begin to retell parts of stories using pictures and props. Explore simple non-fiction texts related to seasonal learning.	Listen to and talk about stories to build familiarity and understanding. Follow two-step instructions. Speak in well-formed sentences. Ask questions to find out more and check understanding. Describe events from their own experiences. Retell familiar stories with increasing detail. Learn and perform a wider range of rhymes, poems and songs. Engage with simple non-fiction books.	Listen attentively during group discussions and story sessions. Respond appropriately to what they have heard. Connect ideas using simple connectives such as and, because and then. Develop a wider vocabulary linked to topics. Listen to and talk about selected non-fiction texts to develop familiarity with new knowledge and vocabulary. Retell stories in their own words and through role play.	Demonstrate sustained attention during stories, discussions and non-fiction learning. Explain what they have heard. Describe events in some detail. Use talk to organise play and problem-solving. Use a wider range of social phrases and vocabulary. Compare information from fiction and non-fiction texts. Retell familiar stories with a clear beginning, middle and end. Perform favourite rhymes and poems independently.	Listen carefully in a range of situations and respond thoughtfully. Explain why listening is important. Use talk to help work out problems, explain ideas and discuss how and why things happen. Use a range of connectives to link thoughts. Articulate ideas confidently in well-formed sentences. Retell stories independently, some with exact repetition and some in their own words. Discuss non-fiction texts confidently, recalling facts and using topic-specific vocabulary.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outcomes	Develop and sustain storylines in their pretend play. Return to and build upon previous learning, refining ideas and representations. Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express ideas and feelings. Respond to music, dance and performance through discussion and movement. Sing familiar songs accurately, increasingly matching pitch and melody. Engage confidently in music making, dance and performance both independently and as part of a group.					
Oracy skills to teach Listening & Attention, Speaking & Vocabulary, Conversation & Discussion, Expected Outcomes	Listening and attention - Listen to and join in with stories, rhymes and songs. - Follow simple one-step instructions. - Maintain attention during short carpet sessions. Speaking and vocabulary - Use words to express needs and wants. - Learn and use topic vocabulary. - Speak in simple sentences. Conversation and discussion - Take turns in conversation. - Listen to others speaking. - Begin responding to simple questions. Outcomes Children participate in class discussions and communicate basic ideas clearly. Listening and attention	- Listen carefully to stories and recall key events. - Follow two-step instructions. - Listen to peers during activities. - Extend sentences using joining words such as and. - Use new vocabulary from stories and topics. - Describe familiar experiences. - Ask and answer simple questions. - Begin to explain ideas. - Engage in sustained back-and-forth interactions. Children speak more confidently in familiar situations and begin to elaborate on ideas.	- Listen and respond appropriately during group discussions. - Attend to longer activities. - Retell parts of familiar stories. - Use vocabulary linked to learning topics. - Explain what they are doing and why. - Take turns in small-group discussions. - Build on others' ideas. - Share opinions with support. Children contribute ideas during whole-class and small-group discussions.	- Listen to and understand increasingly complex instructions. - Recall information from discussions and stories. - Use a wider range of vocabulary accurately. - Retell stories using sequence language. - Speak in longer, more detailed sentences. - Ask relevant questions. - Explain thinking during learning activities. - Participate respectfully in discussions. Children communicate ideas clearly and begin to justify their thinking.	- Sustain attention during longer teacher-led sessions. - Respond thoughtfully to questions. - Use specific vocabulary across all areas of learning. - Describe events and experiences in detail. - Use past, present and future forms appropriately. - Explain opinions and preferences. - Engage in collaborative problem-solving discussions. - Present ideas to a small group. Children confidently participate in discussions and explain their thinking.	- Listen attentively in a range of contexts. - Understand and respond appropriately to instructions and discussions. - Use a broad vocabulary from stories, experiences and learning. - Speak clearly in complete sentences. - Explain events, ideas and feelings. - Take part in whole-class discussions. - Ask and answer questions effectively. - Share ideas and explanations with confidence. Children achieve the Communication and Language ELG and are ready for Year 1 expectations.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy – reading	- Begin to recognise and say sounds for individual letters. - Hear and identify initial sounds in words. - Blend oral sounds in simple words. - Enjoy sharing books and rhymes.	- Read individual letters by saying their sounds. - Blend CVC words using known letter-sound correspondences. - Read simple captions containing decodable words. - Begin reading a few common exception words.	- Read CVC and CVCC words using taught sounds. - Recognise and read more common exception words. - Read simple phrases with increasing confidence. - Re-read familiar books to build fluency. - Spell words using known graphemes.	- Read letter groups representing one sound (e.g. sh, ch, th, ng). - Blend words containing digraphs. - Read simple sentences with known sounds and tricky words. - Develop reading fluency through repeated reading.	- Read words containing adjacent consonants and taught digraphs. - Read a wider range of common exception words. - Read simple books with increased fluency and understanding. - Demonstrate comprehension through discussion.	- Read simple phrases and sentences made up of known letter-sound correspondences and common exception words. - Read books fluently and accurately. - Re-read books to build confidence, enjoyment and understanding. - Demonstrate comprehension through retelling and discussion.
Literacy – writing	- Develop pencil control and mark making. - Begin forming some lower-case letters correctly. - Write own name or recognisable letters.	- Form most taught lower-case letters correctly. - Spell simple CVC words by hearing and recording sounds.	- Form lower-case letters consistently. - Begin using finger spaces between words.	- Spell words containing taught digraphs. - Begin forming capital letters correctly. - Write simple sentences with support. - Use capital letters for names and start of sentences.	- Write short sentences independently. - Use capital letters and full stops correctly. - Spell many words using taught phonemes. - Re-read writing to check it makes sense.	- Write short sentences using known sounds. - Use capital letters and full stops consistently. - Form lower-case and capital letters correctly. - Re-read and edit writing to ensure it makes sense.
Expected outcomes	Children recognise several letter sounds and begin matching sounds to letters. They make marks with meaning and attempt letter formation.	Write labels and captions using known sounds. Children blend simple words independently and begin writing phonetically plausible words.	Write simple captions independently. Children read and write simple words and captions using taught phonics.	Children confidently apply digraph knowledge when reading and writing.	Children independently read simple books and write meaningful sentences.	Children achieve the Reception ELG: reading simple sentences accurately and writing short sentences independently.
Maths Number	- Count objects, actions and sounds to 5. - Develop one-to-one correspondence when counting. - Begin to subitise quantities to 3. - Recognise numerals 1–5 and match them to quantities.	- Count reliably to 10. - Subitise quantities to 5. - Compare groups using more, fewer and the same. - Link numerals 0–10 to quantities.	- Understand one more and one less within 10. - Compare numbers to 10. - Explore the composition of numbers 6–8. - Begin recalling number bonds within 5. - Count beyond 10.	- Count beyond 10 with increasing accuracy. - Compare numbers to 10 using mathematical language. - Explore the composition of numbers 9 and 10. - Recall number bonds to 5 fluently and some to 10.	- Consolidate counting beyond 10. - Secure understanding of one more and one less. - Compare and order numbers to 10. - Automatically recall number bonds to 5 and increasing bonds to 10. - Solve practical mathematical problems.	- Count, compare and order numbers beyond 10. - Securely link numerals with cardinal values. - Explain the composition of numbers to 10. - Automatically recall number bonds within 5 and some within 10. - Apply number skills in a range of contexts.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Space – measure and shape	- Explore and name common 2D shapes. - Sort objects by colour, size and shape. - Copy simple AB patterns. - Use mathematical language such as big/small and long/short.	- Explore the composition of numbers to 5. - Continue, copy and create repeating patterns. - Compare length and height. - Explore positional language. - Build with shapes and construction materials.	- Select and combine shapes for a purpose. - Compare weight using everyday language. - Create more complex repeating patterns (ABC patterns). - Explore symmetry through practical activities.	- Compose and decompose shapes. - Investigate shapes within shapes. - Compare and estimate capacity. - Continue and create more complex patterns.	- Rotate and manipulate shapes to solve problems. - Recognise and explain patterns in shape and number. - Compare length, weight and capacity using mathematical vocabulary.	- Select, rotate and manipulate shapes to develop spatial reasoning. - Compose and decompose shapes independently. - Continue, copy and create repeating patterns. - Compare length, weight and capacity accurately.
Expected outcomes	Children confidently count to 5, recognise small quantities without counting and begin noticing patterns and shape properties	Children recognise numbers to 10 and begin understanding that numbers can be made in different ways.	Children understand the relationship between consecutive numbers and begin automatic recall of some number facts.	Children develop deeper understanding of numbers to 10 and recognise that numbers and shapes can be broken apart and recombined.	Children confidently use number knowledge to solve problems and explain their thinking.	Children achieve the Reception ELG, demonstrating secure understanding of number, patterns and spatial reasoning.
Physical Development	Gross motor skills Explore and practise fundamental movement skills including walking, running, crawling and climbing. Move safely within indoor and outdoor spaces. Begin to develop balance and coordination. Fine motor Develop hand strength through play activities. Use large mark-making tools, paintbrushes and chunky pencils with increasing control. Begin to use spoons and forks independently Independence and Selfcare Learn routines for lining up, tidying away and moving around school safely. Develop independence at mealtimes.	Refine walking, running, jumping and climbing skills. Begin to negotiate space confidently and avoid obstacles. Explore balancing on a range of equipment. Use scissors safely for simple cutting tasks. Develop pencil grip and control through drawing and mark making. Manipulate small construction and creative materials. Follow routines independently when lining up, queuing and preparing for lunch. Develop confidence in managing belongings.	Practise hopping, jumping and balancing with increasing control. Use large apparatus safely indoors and outdoors. Begin simple gymnastics and dance movements. Develop greater control when using pencils, paintbrushes and scissors. Begin forming recognisable letters. Strengthen finger muscles through threading, tweezers and construction activities. Manage mealtime routines with increasing independence and confidence.	Combine movements with increasing fluency (e.g. run and jump, crawl and climb). Develop coordination, agility and body strength through obstacle courses and games. Introduce throwing, catching and kicking activities. Refine cutting, drawing and tool use. Improve pencil control and letter formation. Begin to develop the foundations of handwriting through consistent letter shapes. Follow school routines consistently and independently. Demonstrate responsibility for personal belongings.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, aiming and batting. Use equipment confidently in groups and independently. Show increasing control, grace and fluency in movement. Use a range of tools confidently, safely and accurately. Form letters correctly and consistently. Develop stamina for drawing and writing activities. Demonstrate independence in daily routines, transitions and mealtimes.	Confidently and safely use a range of large and small apparatus. Combine movements with control, balance and coordination. Demonstrate agility, strength and confidence when participating in games, dance and physical activities. Show precision and accuracy in ball skills. Use pencils, scissors, paintbrushes and eating utensils competently and confidently. Develop a handwriting style that is increasingly accurate, fluent and efficient. Manage the school day independently, including lining up, queuing, transitions and mealtimes.
PSED	Self-regulation Begin to recognise and name simple feelings (happy, sad, angry, worried). Learn	Express feelings using words and begin to understand that others may feel differently. Learn simple strategies to regulate emotions.	Identify a wider range of emotions and begin to talk about why they feel a certain way. Show increasing resilience when faced with challenge.	Moderate emotions with increasing independence. Use taught strategies to manage disappointment and frustration. Demonstrate	Show resilience and perseverance when completing tasks. Reflect on feelings and begin to understand how emotions affect behaviour.	Identify and moderate feelings socially and emotionally. Use appropriate strategies to cope with challenge and change.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	classroom routines and expectations. Managing self See themselves as a valuable member of the class. Begin to manage personal needs with support. Learn basic hygiene routines such as handwashing Building relationships Form positive relationships with adults and peers. Play alongside others and begin to share and take turns.	Develop independence when managing belongings and personal care. Begin to understand healthy choices such as washing hands before eating. Build constructive relationships through cooperative play. Show kindness and respect towards others.	Manage personal hygiene routines more independently. Understand the importance of healthy eating and physical activity. Build friendships and work collaboratively with others. Begin to think about the feelings and needs of friends.	perseverance when learning is challenging. Talk about factors that support health and wellbeing including exercise, healthy foods and sleep. Manage daily routines with growing confidence. Consider the perspectives of others during play and discussions. Resolve simple conflicts with adult support.	Explain how healthy eating, exercise, toothbrushing and sleep help keep us healthy. Manage personal needs independently. Build respectful relationships by listening to others and valuing different viewpoints. Work cooperatively towards shared goals.	Know and talk confidently about factors that support overall health and wellbeing, including physical activity, healthy eating, toothbrushing, screen time and sleep routines. Demonstrate empathy and understanding of others' perspectives. Maintain constructive and respectful relationships with peers and adults.
UTW	People, Culture and Communities - Talk about members of their immediate family. - Name and describe people who are familiar to them. - Recognise who helps them at home and school. - Begin to talk about their community. The Natural World - Explore the outdoor environment. - Describe what they can see, hear and feel outside. - Notice signs of autumn. Skills & Knowledge Development - Observe closely. - Talk about personal experiences. - Use simple vocabulary to describe people and places.	- Recognise that people have different beliefs and celebrate special times in different ways. - Learn about celebrations such as Diwali, Christmas and Hanukkah. - Understand that some places are special to different people. - Observe seasonal changes from autumn to winter. - Explore weather changes and how animals prepare for winter. - Compare experiences. - Ask questions about similarities and differences. - Begin to explain observations.	- Explore the roles of people in the local community. - Talk about familiar places in the community. - Understand why some places are special to community members. - Investigate simple changes in the natural world. - Explore winter weather and habitats. - Describe familiar places. - Make simple observations. - Develop questioning skills.	- Draw information from simple maps. - Identify features of the school and local area. - Begin comparing life in this country with life elsewhere through stories and images. - Observe signs of spring. - Explore plants beginning to grow. - Use directional language. - Follow and create simple maps. - Compare environments.	- Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Explore similarities and differences between life in this country and other countries. - Recognise different environments around the world. - Compare habitats and climates. - Talk about past and present. - Compare similarities and differences. - Use evidence from pictures and stories.	- Consolidate knowledge of communities, cultures and special places. - Compare life in the UK with another country in greater detail. - Reflect on learning throughout the year. - Understand the effect of changing seasons on the natural world. - Explore a range of environments. - Describe what they see, hear and feel outdoors confidently. - Explain observations. - Make comparisons independently. - Draw on previous learning to answer questions.
Outcomes	People, Culture and Communities Talk about their family and people who are important to them. Describe familiar people and places. Explain that people celebrate special times in different ways. Recognise that some places are special to different communities.					

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Compare aspects of life in Britain with life in other countries. Use information from simple maps. The Natural World Explore and talk about the natural world around them. Describe what they see, hear and feel when outdoors. Compare different environments and habitats. Understand seasonal changes and their effect on plants, animals and weather. Make observations and explain simple similarities and differences. This progression aligns closely with the EYFS Educational Programme for Understanding the World and builds systematically towards the ELGs for People, Culture and Communities and The Natural World.					
Expressive Arts and Design	Engage in simple pretend play based on familiar experiences (home, school, shops). Begin to act out real-life events and stories. Explore a range of materials, tools and techniques. Create simple representations of ideas and experiences. Join in with familiar songs and rhymes. Move to music through actions and simple dance. Listen attentively to short pieces of music.	Develop simple storylines within role play and small-world play. Begin to introduce characters and events. Experiment with different artistic materials and effects. Talk about what they have created. Begin to share resources with others. Sing familiar songs with increasing confidence. Explore instruments and make simple musical sounds. Talk about how music makes them feel.	Sustain pretend play for longer periods. Develop storylines from familiar stories and experiences. Explore and use a variety of artistic effects to express ideas and feelings. Begin to revisit and add detail to previous creations. Listen and respond to different types of music. Sing in groups, beginning to match pitch and melody. Watch simple performances and discuss likes and dislikes.	Create more detailed narratives through role play. Introduce problems and solutions into storylines. Return to previous learning to refine ideas and improve creations. Begin to work collaboratively, sharing ideas and resources. Explore music making using instruments and body percussion. Respond to music through movement and dance. Discuss feelings and responses to performances.	Develop increasingly complex storylines involving multiple characters and events. Adapt play based on shared ideas. Select tools and materials for a purpose. Create collaboratively, sharing ideas, resources and skills. Refine work following discussion and reflection. Sing a growing repertoire of songs, increasingly matching pitch and melody. Watch and talk about dance and performance art, expressing opinions and feelings.	Sustain imaginative play independently and collaboratively. Develop rich storylines inspired by stories, experiences and interests. Confidently return to and build on previous learning, refining ideas and representations. Create collaboratively to achieve a shared outcome. Explore and engage in music making and dance, performing both solo and in groups. Express feelings and ideas through music, movement and performance.
Outcomes	Develop simple storylines in pretend play. Explore a variety of materials and artistic techniques. Begin to share ideas and resources with others. Join in with songs and rhymes confidently. Respond to music through movement and discussion.					
Enrichment		Birthday party for Goldilocks Send Christmas Cards to local care home.		Invite a parent from local community	Parent Den Building/ Construction Challenge Tadpoles- Life Cycle	Order Caterpillar to Butterfly Living Set Bug Ball with Nursery
Key Dates and Significant Celebrations	- Black History Month - Halloween	- St Andrews Day - Guy Fawkes-Remembrance - Hannukah - Christmas	- Chinese New Year - Pancake Day	- St Patricks Day - Holi - Mothers Day - St George Day	Father's Day	