

Reception Curriculum Map 2026 - 2027						
	Autumn 1 Marvellous Me Anything to do with the child, their culture, background, the body, their favourite things	Autumn 2 Let's Celebrate! Harvest, Christmas, Diwali, other festivals the children in the class celebrate. Night and dark, space	Spring 1 Colours and Patterns Exploring colours Patterns around us Seasonal changes How we have changed	Spring 2 Traditional Tales Traditional tales and mixed-up fairy tales.	Summer 1 Growing and Changing Plants, animals, children, babies, life cycles, vehicles, food and healthy living	Summer 2 The world around me Our local environment and different environments, recycling, planting and growing, where children live, holidays Under the sea
English (Texts studied, and the genre & purpose of writing) Poetry	Super Duper You What makes me a me? Sharing a Shell Tidy Leaf Man The Little Red Hen	Let's Celebrate: Celebrations from around the world How to catch a star Whatever Next What are stars Questions and answers about Space The Jolly Christmas Postman	The Colour Monster The Mixed-Up Chameleon The Colour Monster goes to School Ruby's Worry What are feelings?	The Princess and the Pea Goldilocks and the Three Bears Goldilocks and just one bear The Three Little Pigs The Gingerbread Man	Jack and the beanstalk Oliver's Vegetables My Body is Me Omar, the bees and me What the Ladybird Heard Road safety books Butterfly Poetry	The Blue Giant Looking After Our Planet A Year on Adam's Farm Martha Maps It Out What the Ladybird Heard at the Seaside Seaside Holidays Then and Now The Friendship Bench Shu Lin's Grandpa
	Poetry Basket	Zim Zam Zoom	Poetry Basket	A Great Big Cuddle Poetry Book	Poetry Basket	Poems Out Loud
	Name writing Letter formation practice	Initial sounds / CVC writing List writing	Caption writing Colourful semantics Features of a sentence	Simple sentences Simple stories Recipe writing Shopping list writing	Instruction writing Labelling parts of the body Facts about bees	Creating posters Create own simple poem Postcard writing Recount writing
Phonics	See Little Wandle overview.					
Mathematics	Match, sort and compare (matching pictures and objects, exploring sorting techniques, comparing amounts) Talk about measures and patterns (size, mass, capacity, exploring simple patterns)	Find, subitise and represent 1, 2 and 3 Identify, name and compare circles and triangles Positional language Find, subitise and represent numbers 4 and 5 One more and one less within 5 Identify, name and compare shapes with 4 sides My day and night	Introducing 0 Comparing numbers to 5 Composition of numbers to 5 Subitising to 5 Compare mass Compare capacity Find and represent 6, 7 and 8 Make pairs – odd and even Doubles to 8 Combining 2 groups Explore and compare length and height Order and sequence time	Find, compare and represent 9 and 10 One more and one less within 10 Number bonds and doubles to 10 Explore odd and even 3d shapes Explore more complex patterns	Build numbers beyond 10 Continue patterns beyond 10 Verbally count beyond 20 Adding more Taking away Manipulate and rotate shapes Compose and decompose shapes	Explore sharing and grouping Even and odd sharing Build doubles Pattern rules Visualise and build explore mapping Doubling Deepen understanding Patterns and relationships Explore Rekenreks (<i>KS1</i>)
History UTW	Family experiences	Looking at astronauts Mae Jemison, Neil Armstrong Van Gogh – Starry Night (<i>Y1 VG art</i>)	Changes in our lives from birth to now and looking at what we want to be when we are older	Patron Saints of Great Britain (<i>Y1 Great Britain</i>) Exploring past family traditions	Personal history Steam, petrol and electric vehicles (history of them) (<i>Y1 aircraft past and present</i>)	Talking about the year and progress. Recounts of family experiences and school experiences Seaside holidays then and now (<i>Y1 Victorian era</i>)
Geography UTW	Looking at ourselves and where we were born and where our family come from	Countries around the world (<i>Y1 our earth, our home</i>)	Exploring woodland and natural resources Identify the different seasons (<i>all year groups seasons</i>)	Looking at where we live Comparing our homes and school (<i>Y1 homes</i>)	Route to school and around the local area plotting on map (<i>Y1 fieldwork</i>) – what can you see – look at key features	Comparing animals from around the world Looking at google earth /digimap (<i>Y1 our earth, our home</i>)

	Navigating our school environment (<i>Y1 our school, our community</i>)				Exploring plants from around the world	
Science UTW	Talking about family Naming body parts (<i>Y1 biology: the human body</i>) Signs of Autumn Floating and sinking with natural resources Nocturnal animals	Light and dark and shadows State of matter Materials (<i>Y1 chemistry: materials</i>) Space (<i>Y2 physics: earth and space</i>)	Weather patterns (<i>all year groups seasons</i>) Natural world around us Magnets	Building materials Waterproof materials (<i>Y1 chemistry: materials</i>) Floating and sinking Spring Walk – Welly Walks Healthy and unhealthy foods Science week	Planting a bean or seed Seasonal changes (<i>Y1 physics: seasonal changes</i>) Life cycle of bees, butterflies and plants Talking about senses	Identifying animals in our local area Contrasting environments and animals from around the world. How to look after the local environment (<i>Y1 biology: living things</i>)
PSHE PSED	Learning routines and rules of the school day Zones of regulation Making new friendships Talking about families and different types of families keeping healthy – washing hands, looking after our teeth	Managing feelings and emotions Thinking about why we are special School values/rules Importance of being independent with getting dressed etc Our bodies and choices – it is ok to say ‘no thank you’.	Goal setting for the end of Reception What makes me a good friend Explore story book themes e.g. bravery, honesty and kindness. Right and wrong choices and consequences Caring for birds in winter	To talk about expressing my feelings and considering the feelings of others Body language Making good food choices Positive affirmations about others	Understand how to stay safe in my environment e.g. walking on the pavement, crossing the road with an adult, stopping quickly when scootering/cycling. Solving problems	Transitions into year 1 What we have learnt over the year. Something I want to get even better at Recognise the importance of friendship, saying sorry and forgiveness Recognise that families are different
RE UTW + any other festivals which the children follow or come up.	Halloween Harvest Rosh Hashanah	Bonfire Night Christmas Diwali Hanukkah Remembrance Day	Chinese New Year Valentine’s day Shrove Tuesday	St David’s Day St Patrick’s Day Easter Ramadan Holi festival	Vaisakhi Passover King’s Birthday St George’s Day	Stories from around the world Music and songs relating to various celebrations.
Music EAD Charanga songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk Glockenspiels	Song Collections Glockenspiels
Art EAD *Art trolley *Paints *Out all the time	Self portraits Colour mixing (<i>Y1 colour wheels</i>) Use of scissors	Van Gogh Starry night painting (<i>Y1 Van Gogh</i>) Firework pictures Clay diva lamps	Andy Warhol colour monster pictures Yayoi Kusama colour - creating polka dot pictures (<i>intro visual lang when talking about art – whole school</i>)	African Kente Cloth design Paul Cezanne Still Life (<i>Y1 drawing skills</i>) Spring decorations	Guiseppe Arcimboldo transient art Andy Goldsworthy Art inspired by nature (<i>Y1 Goldsworthy sculpture</i>)	Kandinsky Collages, line work (<i>intro to collage</i>) Self Portraits
DT EAD Wood work bench* Junk modelling * Construction * *Out all the time	Bread making DT day (<i>cooking & nutrition Y1 onwards</i>)	Card making	Sewing bookmarks DT day (<i>pre skills for sewing in Y2</i>)	Making porridge	Make a mode of Transport (<i>Y2 mechanisms</i>)	Woodwork creations DT day
PE PD	Body Management Unit 1 and 2 PE Hub	Manipulation and Coordination Unit 1 PE Hub	Gymnastics PE Hub	Cooperate and Solve Problems PE Hub	Speed, Agility, Travel Unit 1/Unit 2 PE Hub	Speed, Agility, Travel Unit 2 and Athletics (Sports Day) PE Hub

Computing Once taught these will be out all the time plus a range of other computing equipment	Yoto Player	Bee-bots – introduce, exploring programming (<i>Y1 beebots</i>)	Bee-bots – start point to end point programming	Exploring iPads Internet safety – Tell (<i>Y1 onwards SMART</i>)	Google Earth and Digi maps (<i>Y1 google</i>)	Google Earth and Digi maps
Communication and language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Welcome to EYFS Show and tell Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving at school: “Good morning, how are you?”	Tell me a story! Show and tell Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day. Choose books that will develop their vocabulary	Tell me why! Show and tell Using language well Ask how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Show and tell Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Show and tell Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

Red = Curriculum links