

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 – 8 weeks	Spring 1 – 6 weeks	Spring 2 – 6 weeks	Summer 1 – 5 weeks	Summer 2 – 7 weeks
Possible Themes	Marvellous Me! 	Sparkle and shine! 	Once upon a time! 	Sowing a seed 	Superheroes! 	Go Getters! 
The Big Question	How am I special?	How do people celebrate special times?	What makes a good story?	How can I care for nature?	Who is a real-life superhero?	What can we see and hear at the seaside?
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 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?	Lifecycles of plants and minibeasts 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	Emergency Services Heath Care Workers School Staff Council Workers Hospitality Workers Transport Workers	Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Cultural capital and enrichment	School tour Harvest festival Library visit	Tree dressing ceremony Nativity Pantomime	Fairytale day Chinese new year Valentines day	Wormery or ant farm? Chicks? Pancake day World book day Mothers day Farm Visit Forest School?	Posting letters Visits from real life superheroes Superhero day	Sports day Pirate day Seaside visit
Roleplay areas	Home corner Building site outside Pumpkin patch	Home corner- Christmas theme	Cosy cottage Three little pigs houses outside	Vets Farm	Doctors School	Travel agents Pirate ship

Personal, Social and Emotional Development	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Self-regulation	Recognise that we are an important person in our class.	Recognise that we are an important person in our class and school.	Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth.	Consider and talk about how others may be feeling or what they might be thinking during different activities.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.
Managing Self	Be a good friend to others and know what that means and involves.	Be a good friend to others and know what that means and involves.	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.	Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe)	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Building Relationship	Manage own needs e.g. fastening coat, putting on shoes.	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	Form positive relationships with adults and friendships with peers.	Work and play cooperatively and take turns with others.	Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Develop confidence to try new activities and show independence. (link with challenges in provision)	Think about the perspectives of others. Eg how do you think X feels when this happens?	Manage own self-care needs.	Show sensitivity to their own and to others' needs.		
	Identify and name emotions. Link book character's emotion to own experiences	Manage our own personal hygiene including going to the toilet and washing our hands.		Identify and moderate own feelings socially and emotionally		
	Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success)			Continue to see self as a valuable individual.		
	Become independent when managing our own personal hygiene including going to the toilet and washing our hands.					
Physical Development	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Gross Motor Skills	Stand still, wait and walk in a line during different activities throughout the school day.	Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions.	Continue to refine the fundamental movement skills they have already acquired	Control a ball with confidence and accuracy when throwing, catching, kicking and aiming with it.	Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
Fine Motor Skills	Sit at a table or on the floor to complete an activity.	Developing ability to control a ball without using hands.	Develop overall body-strength, balance, co-ordination and agility.	Link sequences of movement with confidence, control and fluency.		
	Consolidate tripod grip.	Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)			
	Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)					
	Throughout the year we will... Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					

Communication and Language	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Listening, attention and understanding	Understand how to listen carefully and why listening is important.	Connect one idea to another using a range of connectives.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Engage in non-fiction books about animals, learning and using new vocabulary from them.	Use new vocabulary in different activities and areas of learning.	Engage in non-fiction books about transport, learning and using new vocabulary from them.
Speaking	Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) Say “Good morning”, and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Begin to understand humour e.g. nonsense rhymes / jokes Describe events in some detail. (linked to books eg life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.) Develop and use social phrases with confidence (e.g let's play this together.)	Engage in non-fiction books about ‘People who Help Us’, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.
Literacy	<u>Drawing Club key texts (7)</u> The colour monster Mixed A little bit brave Would you rather Little rabbit foo foo The Enormous Turnip Rosie’s Walk <u>Additional Texts:</u> Tom Percival’s Big bright feelings All are welcome The invisible string I love me	<u>Drawing Club key texts (7)</u> Meg and Mog Whatever next Little Glow Rama and Sita Aliens love underpants Owl Babies The Christmas Pine <u>Additional Texts:</u> Hello autumn/winter When’s my birthday Bonfire Night Hanukkah Meet the weather	<u>Drawing Club key texts (6)</u> The Gingerbread Man The Three Billy Goats Gruff Jack and the Beanstalk The Magic Porridge Pot The Fairytale Hairdresser and Rapunzel The Three Little Wolves and the Big Bad Pig <u>Additional Texts</u> Goldilocks Rapunzel: A Rebel Fairytale There is no dragon in this story Little Red: A Rebel Fairytale	<u>Drawing Club key texts (5)</u> The Very Hungry Caterpillar Farmer Duck What the Ladybird Heard The Tiny Seed The Odd Egg <u>Additional Texts</u> Aghh Spider! The great pet sale The girl who loves bugs Tad	<u>Drawing Club key texts (7)</u> <u>Superworm</u> Superpower like mine Elliot Midnight Superhero The Jolly Postman The dragon with the blazing bottom Doctorsaurus Cops and Robbers <u>Additional Texts:</u> My Mum is a superhero My Dad is a superhero Supertato	<u>Drawing Club key texts (6)</u> The snail and the whale Martha maps it out Tiddler The night pirates Pirates Pete Billy’s Bucket <u>Additional Texts</u> Clean Up Lighthouse Keeper’ s Lunch Pirates love underpants Commotion in the ocean

	Super Duper You Our skin Elmer The Great Big Book of Families <u>Traditional Rhymes and Songs</u> Head, Shoulders, Knees and Toes If you're happy and you know it	The Nativity Leaf man <u>Traditional Rhymes and Songs</u> Twinkle, twinkle little star Five little men in a flying saucer Here we go round the winter tree		<u>Traditional Rhymes and Songs</u> Turnip grew enormous	<u>Traditional Rhymes and Songs</u> A tiny seed was sleeping The farmer's in his den Minibeasts, minibeasts, move around		<u>Traditional Rhymes and Songs</u> Five little firefighters	<u>Traditional Rhymes and Songs</u> A sailor went to sea sea sea The fish in the sea Ten little pirates
Diversity Texts To be read throughout the year during story time session	BAME So much Shine Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps	Cultural Diversity The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	Neurodiversity Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?	Physical Disabilities Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Different families Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies			
Comprehension Word Reading Writing	We will be learning to... <u>Comprehension</u> Children will independently look at a book, hold it the correct way and turn pages. <u>Word Reading</u> Children will segment and blend sounds together to read words. <u>Writing</u> Children will give meanings to the marks they make.	We will be learning to... <u>Comprehension</u> Children will engage and enjoy an increasing range of books. <u>Word Reading</u> Children will begin to read captions and sentences. <u>Writing</u> Children will form letters correctly	We will be learning to... <u>Comprehension</u> Children will act out stories using recently introduced vocabulary. <u>Word Reading</u> Children will recognise taught digraphs in words and blend the sounds together. <u>Writing</u> Children will write words representing the sounds with a letter/letters	We will be learning to... <u>Comprehension</u> Children will be able to talk about the characters in the books they are reading. <u>Word Reading</u> Children will read words containing tricky words and digraphs <u>Writing</u> Children will write labels/phrases representing the sounds with a letter/letters	We will be learning to... <u>Comprehension</u> Children will retell a story using vocabulary influenced by their book. <u>Word Reading</u> Children will read longer sentences containing phase 4 words and tricky words. <u>Writing</u> Children will write words which are spelt phonetically	We will be learning to... <u>Comprehension</u> Children will be able to answer questions about what they have read. <u>Word Reading</u> Children will read books matched to their phonics ability. <u>Writing</u> Children will write simple phrases and sentences using recognisable letters and sounds.		
	Throughout the year we will... Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.							
Phonics	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc		

Mathematics	White Rose Maths We will be learning to... Opportunities for settling in, Introducing the areas of provision. Key times of the day, class Routines. Exploring the continuous provision inside and out. Where do things belong? Positional language Match, sort and compare Talk about measure and patterns	White Rose Maths We will be learning to... Talk about measure and patterns It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	White Rose Maths We will be learning to... Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, height and time	White Rose Maths We will be learning to... Length, height and time Building 9 and 10 Explore 3-D	White Rose Maths We will be learning to... To 20 and beyond How Many now? Manipulate, compose and decompose Sharing and grouping	White Rose Maths We will be learning to... Sharing and grouping Visualise, build and map Make connections Consolidation
Understanding the World Past and Present People, Culture and Communities Natural World	Our History questions How have I changed? Who is in my family? Our Geography question Where in the world do I live? Our Science question What are my senses?	Our History questions How have birthdays changed? What was Christmas like a long time ago? Our Geography question How do other people celebrate? Our Science questions How does it work? What is it changing?	Our History question How has my school changed? Our Geography question What is it like at school? Our Science question What is the weather like today?	Our Geography question Where do animals live? Our Science question How do animals grow and change?	Our History question Were there doctors and nurses a long time ago? Our Geography question What jobs do people have in my community? Our Science question Who helps me to keep my body healthy?	Our History question How have vehicles changed? Our Geography question Where did you go on holiday? Our Science question How do toy vehicles work? What is happening to my ice lolly?
	Throughout the year we will... Explore the natural world around us and talk about what we see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around us.					

Expressive Art and Design Creating with Materials Being Imaginative and Expressive	Art question Can I identify and incorporate a variety of colours in my artwork? DT question Can I create a memory box?	Art question How will I print my own celebration wrapping paper? DT question What do I need to create a Christmas decoration?	Art question How can I use what I find in the garden to create a picture? DT question How will I build a den?	Art question Which artists have painted pictures of animals? DT question How will I create a 'hatching' animal?	Art question How will I create a superhero cityscape? DT question How will I create a model of an emergency vehicle?	Art question Which artists have painted pictures of the seaside? DT question How will I make a fruit smoothie ice lolly?
Music		Nativity Songs	Kapow Unit -	Kapow Unit -	Kapow Unit -	Kapow Unit -
Religious Education	What makes people special? Me and my family Harvest Festival	What is Christmas? Explore different festivals through stories – Halloween, Bonfire Night, Diwali, Christmas	How do people celebrate? Explore Chinese New Year and look at other ways of celebrating New year in different religious and cultures	What is Easter? Explore Easter traditions and Eid depending on when this falls	What can we learn from stories? Explore different stories and different morals.	
PE	Movement development	Ball Skills	Gymnastics	Fitness fun and games	Athletics	Athletics Sports day prep
PSHE	Me and my Relationships	Valuing Difference	Keeping safe	Rights and respect	Being my best	Growing and changing
British Values Where this might be seen in EYFS:	<u>Mutual respect</u> Sharing outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	<u>Mutual Tolerance</u> In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;	<u>Rule of law</u> In addition to previous: School rules; Class rules; Encouraging cooperation; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	<u>Individual liberty</u> In addition to previous: Teaching in our RE; Exploring our differences; How we are all unique;	<u>Democracy</u> In addition to previous: speaking and listening at circle times; developing social skills;	<u>British Values</u> In addition to previous: Our World- RE topic;

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- 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, non-fiction texts and (when appropriate) maps.

The Natural World

- 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.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- 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.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

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.

Physical Development

Gross Motor Skills

- 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 Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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.