

Reception - Curriculum Map – 2025-26

Topic	AUTUMN 1 Marvellous me!	AUTUMN 2 Once upon a time!	SPRING 1 Food, glorious food!	SPRING 2 A world of animals	SPRING 2 Let's imagine	SUMMER 2 My universe
Trips and Assemblies		Nativity	Rec Assembly - class	Jimmy's farm		Museum visit Library visit Church visit
<u>Overview</u>	This half term will focus on PSED and prior learning will be drawn upon consistently. Children will complete baseline assessments, be supported to understand school routines and make secure relationships with their peers and adults in the class.	Children will focus on CL (role play, storytelling, small world) and Literacy links this term. The strong Literacy focus will establish skills linked to future learning e.g. story mapping, story language, role play etc. These skills will be embedded within CP for the remainder of the year.	Children will focus on people, culture and communities/ past and present. They will look at how food is grown, prepared and eaten in other cultures. This will link to prior learning on Chinese New Year. It will also provide an opportunity for children to extend their experiences of food e.g. tasting, smelling, preparing. There will be links to UoW, growing foods, where children will	Children will focus on the Natural world - linking to contrasting countries – North/south pole/ Australia, Antarctica and China including people, culture and communities whilst enhancing their enjoyment for texts (reading and writing) and rich communication and language skills Additionally, children will learn about milling and objects from the past – mangles, irons,	Children will focus on building strong expressive skills (being imaginative and communicating ideas). The strong EAD focus will establish skills linked to future independent learning.	Children will focus on UoW this half term with strong focus on The natural world, people, culture and communities both past and present. This will include learning about space, the continents and our capital city and the royal family. The topic will then explore our local community and will involve local visits. There will also be

			plant fruit and vegetable seeds for growing on in the outdoor area.	candle snuffer etc.		the opportunity to look at artefacts linked to the past and consider how places in the local community have changed. We will also explore the natural world (in the local setting.)
<u>Texts</u>	Colour monster - feelings The rainbow fish - showing off Ruby's worries Funny bones You choose- making choices We are all different – twinkl book	Gruffalo - popular non-fiction -supports Y1 Room on a broom -popular non-fiction -supports Y1 Peace at last- popular fiction Three little pigs- traditional tales - supports progression of texts Y1/2/3 Red riding hood traditional tales - supports progression of texts Y1/2/3 Three bears traditional tales - supports progression of texts Y1/2/3 Christmas texts	Daisy, eat your peas-trying new foods Oliver's vegetables Mr wolfs pancakes - links to traditional tales Bee-bim-bop!- multi-cultural Little red hen – making bread- mill/ grinding Lanterns and Firecrackers: A Chinese New Year Story - Jonny Zucker & Jan Barger Cohen	The very hungry caterpillar – bugs/lifecycles Blue planet – caring for our world. Over in Australia – contrasting environment Dinosaur Roar – changes in time Brown bear, brown bear what do you see? and Polar bear, polar bear what do you hear- life cycles / contrasting environments	Just imagine - nick sharratt Beautiful Opps! - Barney Saltzberg Imagine – Alison Lester When I grow up – Tim Minchins Not a box Antoinette Portis Whatever next - jill murphy Can you imagine that? Mary poppins song.	Meet the planets - Ceryl Hart Here come the aliens - Colin McNaughton Planet Awesome - Stacy McNulty The Queen's Hat The king's pants London calls – Gabby Danway and Alex Barrow Pop up London- Jenniw Maizels
<u>Nursery Rhymes and songs</u>	Ten tall fingers - twinkl Super song - twinkl	When goldilocks went to the house of the bears https://www.bbc.co.uk/teach/school-radio/nursery-	Currant buns https://www.bbc.co.uk/teach/school-radio/nursery-	5 monkeys https://www.bbc.co.uk/teach/school-radio/nursery-	Pirate ship counting - twinkl I'm a pirate	Humpty dumpty https://www.bbc.co.uk/teach/school-

Head shoulders knees and toes https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-heads-shoulders-knees-and-toes/zd9f6v4 If you're happy and you know it https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-if-youre-happy-and-you-know-it-clap-your-hands/z6rnmfr 1 finger, 1 thumb https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-one-finger-one-thumb-keep-moving/zbtj47h Brush your teeth https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-brush-your-teeth/zv33hbk	h/school-radio/nursery-rhymes-when-goldilocks-went-to-the-house-of-the-bears/zbkrf4j Red riding hood songs x 5 - twinkl	rhymes-five-currant-buns/zm4nmfr 5 little apples https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-apples/zvt8gwx 10 sausages sizzling in a pan https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-fat-sausages/z6vh7nb I am the baker man https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-i-am-the-baker-man/zkjr4j	rhymes-five-little-monkeys-jumping-on-the-bed/zm7rf4j Five little ducks https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-ducks-went-swimming-one-day/z43xwty Hickory hickory dock https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-hickory-dickory-dock/znpj47h Down in the jungle https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-down-in-the-jungle/zfqgscw The animals went in 2by2 https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-the-animals-went-in-two-by-two/zr88bmd 5 little speckled frogs https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-speckled-frogs/zjjbnrd Continents song Af-ri-ca, AAAAsia North and south America, Europe, Australasia, Antartica too.	https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-im-a-pirate/zmmkdbm 5 little men in a flying saucer https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-men-in-a-flying-saucer/z6qgscw Dinosaurs https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-dinosaurs/zv7rf4j When you want to make a spell https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-when-you-want-to-spell/zn9yhbK	radio/nursery-rhymes-humpty-dumpty-sat-on-the-wall/zhn7kmm Sing a song of sixpence https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-sing-a-song-of-sixpence/z6sxwty Five Little Men in a flying saucer https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-men-in-a-flying-saucer/z6qgscw down at the station https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-down-at-the-station/zdy28xs The grand old duke of york https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-the-grand-old-duke-of-york/zrymd6f cobbler, cobbler https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-cobbler-cobbler-mend-my-shoe/zhmxd6f
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				Continents now we know you.				
<u>Vocabulary Linked to topics</u>	annoy calm gloomy grumpy honest nervous whisper timid sneaky similar	adventure delicious similar greedy nibble enormous pretend sneaky	delicious dozen fresh greedy nibble similar slippery striped thick scratch	enormous nature nibble roar hatch similar slippery striped thick scratch	adventure believe invitation pretend wonder warn similar warn	factory rescue		
<u>Vocab taught through Adult led</u>	additional pale vanish	boiled reflect wealthy	connect rough zigzag	demolish scar	direction shelter	evening shiver	gravity transportation	luxury tremble
<u>Communication and Language</u>	ELG Listening, Attention and Understanding: At the end of the year, children at the expected level of development will: - 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. ELG Speaking: At the end of the year, children at the expected level of development will: - 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.							
<u>Personal, Social and Emotional Development – See also PSED progression map</u>	ELG Self-regulation: At the end of the year, children at the expected level of development will: - 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. ELG Managing self: At the end of the year, children at the expected level of development will:							

Scarf Scheme/Assessment mbly Taught through immersive texts in topic/formal PE	- 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. ELG Managing self: At the end of the year, children at the expected level of development will: - 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.					
	Being helpful at home and caring for our classroom All about me What makes me special I'm special, you're special Me and my special people My feelings My feelings 2 Listening to my feelings Seasons (ongoing) Who can help me?	Safe indoors and outdoors Kind and caring Kind and caring 2 Looking after my friends Seasons (ongoing)	People who help to keep me safe Staying safe on line (safer internet week) Same and different Same and different families Same and different homes Seasons (ongoing) Move your body Caring for our world	Looking after money 1 Looking after money 2 Seasons (ongoing) A good night's sleep Healthy eating 1 Healthy eating 2 What's safe to go into my body? Keeping myself safe Life stages: human life cycle, who will I be?	Seasons (ongoing) Getting bigger Bouncing back when things go wrong Yes I can!	Life stages: plants, animals and humans Where do babies come from? Me and my body boys and girls. Seasons (ongoing)
Literacy See texts above	ELG Comprehension: At the end of the year, children at the expected level of development will: - Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary; - Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems; - Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG Word Reading: At the end of the year, children at the expected level of development will: - 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 common exception words. ELG Writing:					

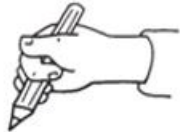
		At the end of the year, children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.				
Understanding the World See also KUW progression map	ELG Past and Present: - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	ELG Past and Present: - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	ELG Past and Present: - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	ELG Past and Present: - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	ELG Past and Present: - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	ELG 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.
	ELG People, Culture and Communities - 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.	ELG People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	ELG 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.	ELG 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 the effect of the changing seasons on the natural world around them.	ELG 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.	ELG 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

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RE – How do other religions celebrate festivals	Sukkot – Jewish festival	Diwali – Hindu festival Hanukkah – Jewish festival Christmas – Christian festival	Lunar New Year Pancake Day - Lent	Holi – Hindu festival Easter – Christian festival Eid – Muslim festival		
Science – Adult led task followed by CP to compliment and lead on learning	TAPs Apples What makes them go brown?	TAPS Spiders Can we make a shelter to protect incy wincy?	TAPS Frozen Balloons What makes the ice melt? Can we speed it up?	TAPs Scavenger Hunt What things can we find? How can we sort them? What is different/the same about them?	TAPs Butter How can we make butter? Watch the change in state from liquid to solid.	TAPs Taste Test Use senses to taste food. Does food taste different if we can't see it? What other senses do we have?

Science - CP On going throughout the year. We will look at seasons and the differences between them. We will care and grow for our garden. Plant seeds, feed/water, harvest, care for birds and animals.	Autumn – Seasons Marvellous Me	Autumn/Winter – Seasons Once upon a time.. Building different types of house etc Porridge Remembrance day	Winter – Seasons Food glorious food Children will focus on people, culture and communities/ past and present. They will look at how food is grown, prepared and eaten in other cultures. Food – where it comes from? How is made? Tasting	Spring – Seasons A world of animals Children will focus on the Natural world - linking to contrasting countries – North/south pole/ Australia, Antarctica and China including people, culture and communities Animals - Where do they live? Life cycles.	Spring/Summer – Seasons Let's Imagine Growing up. Getting bigger. The difference between babies and children.	Our Natural world – birds and living creatures in our local area. Summer – Seasons My Universe Space – Planets, Space travel Travel- Transport
	Harvesting and planting pumpkins/ tomatoes	Harvesting pumpkins	Preparing beds for winter – winter flowers	Planting spring flowers	Planting vegetables and fruits.	Planting and harvesting vegetables and fruits.
History	Autumn 2 - Guy Fawkes - Once upon a time – Traditional tales and authors - Houses in the past - Remembrance day - People in the past – festival stories/ traditional tales Spring 1 - Milling grain / transporting foods - People in the past – festival stories Spring 2 - Dinosaurs/ cavemen Summer 1 - People in the past – festival stories - Personal history Summer 2 - Personal history					

	- World's history - Traditional rhyme - Royal family - People in the past – festival stories - Local history
<u>Geography</u>	Autumn 2 - Stories from around the world – festival stories/ traditional tales - Our school community Spring 1 - Stories from around the world - China - Australia - Oceans Spring 2 - Dinosaurs/ cavemen - Stories from around the world - South Korea Summer 1 - Stories from around the world - Life cycles Summer 2 - Stories from around the world - Local geography - London city

<u>Expressive Arts and Design – see also EAD progression map</u>	ELG Creating with Materials: At the end of the year, children at the expected level of development will: - Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories. ELG Performing: At the end of the year, children at the expected level of development will: - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music; - Co-construct, invent, adapt and recount narratives and stories with peers and their teacher.					
<u>Physical Development see also PD progression map</u>	ELG Gross Motor: At the end of the year, children at the expected level of development will: - 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. ELG Fine Motor: At the end of the year, children at the expected level of development will: - 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.					
	<u>Body management –</u> PE HUB BODY MANAGEMENT UNIT 1 - Explore balance and managing own body, including manipulating small objects - Able to stretch , reach and extend in a variety of ways and positions - Able to control body and perform specific movements on command <u>Large motor</u>	<u>Cooperate and solve</u> PE HUB COOPERATE AND SOLVE UNIT 1 - Organise and match various items, images, colours and symbols - Work with a partner to listen share ideas, question and choose - Collect, distinguish and differentiate colours and create a shape as a team - Move confidently and cooperatively in a space. Travelling in a range of ways	<u>Dance</u> PE HUB DANCE UNIT 1 - Develop fundamental movement skills - Develop fundamental movement through a range of levels - Replicate movements by following others - Replicate basic dynamic movements	<u>Manipulation and coordination</u> PE HUB MANIPULATION AND COORDINATION UNIT 2 - Coordinate similar objects in a variety of ways - Differentiate ways to move an object - Skip in isolation and with rope.	<u>Gymnastics</u> PE HUB GYMANSTICS UNIT 2 - Individually develop coordination and apply to a simple movement pattern - Use basic movements including rolls in a basic sequence - Use a range of actions whilst working with others - Master basic balances on	<u>Speed agility travel</u> PE HUB SPEED AGILITY TRAVEL UNIT 2 - Participate in a variety of agility based activities including moving and controlling objects - Recognise the difference between actions such as moving softly, powerfully, quietly, quickly etc.

	Bikes and scooters		- Develop basic skills of working with others		different parts of the body - Perform a simple sequence that links travel and balance. - Perform simple movement patterns	
	Pencil grip continuum					
	 Palmer supinate grip	 Digital pronate grasp	 Static tripod grip	 Triangulation grip	 Inverted tripod grip	 Tripod grip
Maths – see also maths progression plans	ELG Number: At the end of the year, children at the expected level of development will: - 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. ELG Numerical pattern: At the end of the year, children at the expected level of development will: - 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					
	Baselining	Representing 1, 2, 3	Combining 2 groups	Introducing zero	Building number beyond 20	Doubling
	Match and sort	Comparing 1, 2, 3	Length and height	Comparing numbers to 5	Counting patterns beyond 20	Sharing and grouping
	Compare amounts	Composition of 1, 2, 3	Time	Composition of 4 and 5		Even and odd
		Circles and triangles	Focus on 9 and 10	Compare mass (2)	Spatial reasoning (1)	Spatial reasoning (3)

	Compare size, mass, capacity Exploring pattern	Positional language Representing numbers to 5 One more, one less Shapes with 4 sides Time	Comparing numbers to 10 Bonds to 10 3d shape Pattern (2)	Compare capacity (2) Focus on 6, 7, 8 Making pairs	Match, Rotate and Manipulate Adding more Taking away Spatial reasoning (2) Compose and decompose	Visualise and build Deepening understanding Patterns and relationships Spatial reasoning (4) Mapping
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