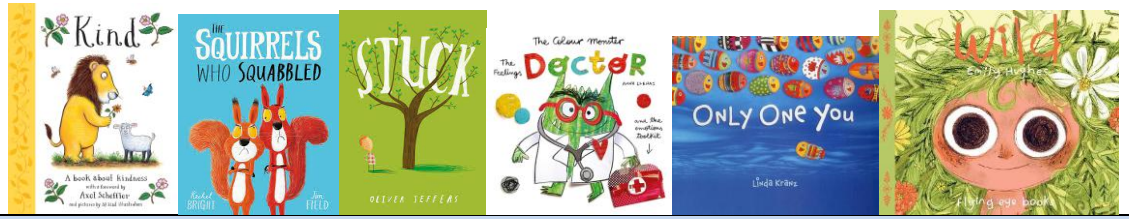
Curriculum Map 2025-2026 Reception

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Global Theme	**TELLING TALES**		**REACH FOR THE STARS**		**WONDERFUL WORLD**	
Values	September – Responsibility October - Respect November – Friendship December - Peace		January - Independence February - Caring March – Belief April - Freedom		May - Perseverance June – Honesty July - Reflection	
Local/National/Global & Whole school events	Black History Month National Poetry Day United Nations Day	Remembrance Day Anti-Bullying Week Bedtime Stories Children in Need	TT Rockstar Day Safer Internet Day Random Act of Kindness Day	World Book Day Science Week Comic Relief	National Numeracy Day Walk to School Week International Evening	Sports Day Transition Day
The Characteristics of Effective Learning Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all Areas of Learning and Development. (*Birth To 5 Matters p.42)*						
Playing & Exploring: ENGAGEMENT Finding out & exploring Playing with what they know Be willing to 'have a go'		**Active Learning:** MOTIVATION Being involved & concentrating Keep trying Enjoying what achieving what they set out to do			**Creative and Critical Thinking:** THINKING Having their own ideas Making links Working with ideas	
The Big Question.	**How does my mind and body work?** **PSED/PD**	**What are celebrations?** **UTW**	**What makes a good story?** **C&L/L**	**How can we care for our world?** **UTW**	**Where in the world can we find patterns?** **EAD/M**	**A journey - where will I go?** **PSED**
Main Books	***Perfectly Norman*** ***Ravi's Roar*** ***Misha Makes Friends*** ***Milo's Monster*** ***Quiet*** ***Tilda Tries Again***	***Let's Celebrate – Special Days around the World*** ***Stanley's Stick***	***The Three Little Pigs*** ***The Three Little Pigs and The Big Bad Book*** ***No Dinner*** ***What the Ladybird Heard*** ***Room on the Broom***	***Here We Are*** ***Dinosaurs and All That Rubbish*** ***Someone Swallowed Stanley*** ***Omar, the Bees and Me*** ***Wangari's Trees of Peace*** ***Rosie's Walk***	***The Dot*** ***The Noisy Paintbox*** ***Pattern Fish***	***The Growing Story*** ***You Choose*** ***You Can!*** ***The Koala Who Could*** ***People Who Help Us***
Supporting Books	*Super Duper You* *I Will Not Never Ever Eat a Tomato*	*The Story of Rama and Sita* *Sammy Spider's First Hannukah*	*The Hare & the Tortoise* *A Recipe for a Good Story*	*Clean Up* *Somebody Crunched Colin*	*Noticing patterns in story:* *Noahs Ark*	*When I Grow Up?* *Giraffes Can't Dance* *I Can Be Anything!*

	I am not sleepy and I will not go to bed *Germs Are Not for Sharing* *Families, Families, Families* *Alma's Art (linked to Black History Month – Alma Thomas)*	*The Great Race* *Moon's Ramadan* *The Jolly Postman* *Where the Poppies Now Grow* *Little Bear's Trousers* *Jesus' Christmas Party*		*David Attenborough: Little People, Big Dreams* *Greta Thunberg: Little People, Big Dreams* *Dear Greenpeace*	*Pattans Pumpkin* *We're Going on a Bear Hunt* *We're Going on a Lion Hunt*	
Maths Based	*Goldilocks and 3 Bears*	*5 Funny Animals*	*One is a Snail, Ten is a Crab*	*Balancing Act* *Who sank the boat?* *Mr Wolf's Week*	*Pattern Fish* *Quack and Count*	*How Many Legs?* *Even and Odd*
Traditional Tales	*The Little Red Hen* *Goldilocks and 3 Bears*	*The Gingerbread Man* *The 3 Billy Goats Gruff*	*The Three Little Pigs* *The Hare and the Tortoise*	*Jack & the Beanstalk* *The Enormous Turnip*	*The Magic Porridge Pot*	*Chicken Licken* *Little Red Riding Hood*
Mental Health & Well-Being: These books are at the heart of our core texts						
PRIME AREAS						
Personal, Social and Emotional Development	**Throughout the year children in Reception will be learning to…** See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs including personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity. • healthy eating. • toothbrushing. • sensible amounts of 'screen time'.					

	• having a good sleep routine. • being a safe pedestrian. **Early Learning Goals –** *Self-Regulation. Managing Self, Building Relationships*
Communication and Language	**Throughout the year children in Reception will be learning to…** Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **Early Learning Goals –** *Listening, Attention and Understanding. Speaking. Building Relationships.*
Physical development	**Throughout the year children in Reception will be learning to…** Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, and mealtimes.

	Early Learning Goals – *Gross Motor Skills. Fine Motor Skills*
SPECIFIC AREAS	
Literacy	**Throughout the year children in Reception will be learning to…** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. **Early Learning Goals –** *Comprehension. Word Reading. Writing.*
Mathematics	**Throughout the year children in Reception will be learning to…** Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. (1-5) (0-10) Count beyond ten. Compare numbers. (0-5) (0-10) Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. (0-5) (0-10) Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Subtraction facts for number bonds to 5 – may need to repeat Compare length, weight and capacity. **Early Learning Goals –** *Number. Numerical Patterns.*
Understanding the World	**Throughout the year children in Reception will be learning to…** Talk about members of their immediate family and community. Name and describe people who are familiar to them Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community.

	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. **Early Learning Goals -** *Past and Present. People, Culture and Communities. The Natural World.*					
Expressive Art and Design	**Throughout the year children in Reception will be learning to…** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. **Early Learning Goals -** *Creating with Materials. Being Imaginative and Expressive.*					
British Values	**Rule of Law** Class rules **Democracy** Class choice of activity	**Mutual Respect & Individual Liberty** Anti-bullying week **Rule of Law** Human Rights Day	**Mutual Respect & Tolerance** UTW – understanding differences	**Individual Liberty** Expression/choices - Developing preferences for forms of expression.	**Mutual Respect** PSED- Can play in a group	**Individual Liberty** Expression/choices - Physical Development – Move freely in a range or ways
International Links opportunities		Christmas around the world Visits from parents and/or children of different religions talking about celebrations			International Evening	
Parental Links	Home visits Phonics workshop	Visits from parents and/or children of different religions talking about celebrations				Visit from parents with different professions
Enterprise Opportunities		**Fundraising Enterprise** - linked to expressive art and design. Making biscuits to sell at the nativity to raise funds for school.		**Social Enterprise** - Cleaning up school garden/ school area. To take and share responsibility		

		-To contribute to the life of the class and school. To realise that money comes from different sources and can be used for different purposes.				
Visits & Visitors (Circumstances dependent)	Visit from dentist/dentist supplies	Visits from parents and/or children of different religions talking about celebrations Nativity		Local walk - study of local environment		Visit from: nurse/paramedic/police etc
Religious Festivals	Harvest Diwali	Christmas Hanukkah	Chinese New Year	Holi Easter Ramadan/Eid Vaisakhi		

PSHE	***Being Me in My World*** *Talk about how they have similarities and differences from their friends and how that is OK.* *Begin to work on recognising and managing their feelings, identifying different ones and the causes these can have.* *Talk about working with others and why it is good to be kind and use gentle hands.* *Discuss children's rights, especially linked to the right to learn and the right to play.* *Talk about what it means to be responsible.*	***Relationships*** *Learn about families and the different roles people can have in a family.* *Explore the friendships they have and what makes a good friend.* *Introduce simple strategies they can use to mend friendships.* *Learn a calming strategy and how they can use this when feeling upset or angry*	***Celebrating Difference*** *Think about things that they are good at whilst understanding that everyone is good at different things.* *Talk about being different and how that makes everyone special but also recognise that we are the same in some ways.* *Talk about their homes and explain why it is special to them. Talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.*	***Dreams and Goals*** *Talk about challenges and facing up to them. Discuss not giving up and trying until they have achieved their goal.* *Think about jobs that they might like to have when they are older and begin to associate what they learn now with being able to have the job they want.* *Talk about achieving goals and the feelings linked to this.*	***Healthy Me*** *Learn the names of some key parts of their bodies as well as how to stay healthy.* *Talk about food and that some foods are healthier than others.* *Discuss the importance of sleep and what they can do to help themselves get to sleep. Talk about hand washing and why it is important.* *Discuss stranger danger and what they should do if approached by someone they don't know.*	***Changing Me*** *Think about how they have changed from being a baby and what may change for them in the future.* *Consolidate the names and functions of some of the main parts of the body and discuss how these have changed.* *Learn that our bodies change as we get older in lots of different ways.* *Understand that change can bring about positive and negative feelings, and that sharing these can help.* *Consider the role that memories can have in managing change.*
PE	***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*	***Dance Unit 1*** *Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music.* ***Manipulation & Coordination Unit 1***	***Cooperate & Problem Solve Unit 1*** *Organise and match items, images, colours and symbols. Work with a partner to listen and share ideas & questions. Collect, distinguish and*	***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*	***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.*	***Cooperate & Problem Solve Unit 2*** *Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex tasks.*

	and perform specific movements on command. ***Gymnastics Unit 1*** *Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.*	*Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.*	*differentiate colours and create a shape as a team.* ***Speed Agility Travel Unit 1*** *Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.*	*in a variety of small group cooperative activities.* ***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.*	***Manipulation & Coordination Unit 2*** *Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope.*	***Speed Agility Travel Unit 2*** *Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats*