

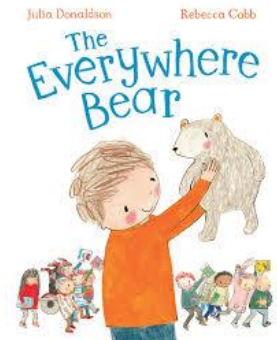
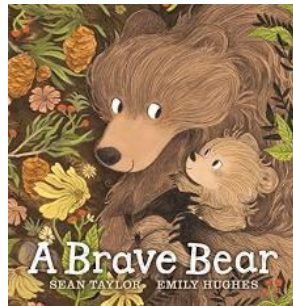
Year: Reception - Curriculum Map: 2025-26

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question:	How do you feel?	Are we all the same?	How I can be healthy?	Why do we need rules?	How can I be a good friend?	What makes me unique?
PSED	<ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand how another child might be feeling. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> Know that they are important. Build good relationships with others. Show that they have a 'can do' approach to a task. Control their feelings with others and when on their own. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> Be able to dress, go to the toilet by themselves. Know about healthy food choices and why they are important. Listen to the teacher even when they are completing an activity. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> Show an understanding of their own feelings and regulate their behaviour by themselves. Work and play co-operatively. Take turns Explain why we need rules and know what is right and wrong. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> Work to a 'goal' and learn to wait for what they want. Follow many instructions to complete an activity. Form positive friendships with others 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> Show that they care about the feelings of others. Be confident to try new activities. to complete tasks by themselves and persevere if faced with a challenge. <p align="center">A Journey in Love (Summer 2)</p> <p>How are we special and unique?</p>
Physical Development	<p>Children will continue to build on previous learning and:</p> <p><u>Introduction to PE</u></p> <ul style="list-style-type: none"> moving safely running jumping throwing catching following a path rolling <ul style="list-style-type: none"> Show which hand to write with. Choose the correct object for a specific job eg find a spade to dig with. 	<p>Children will continue to build on previous learning and:</p> <p><u>Fundamentals for PE</u></p> <ul style="list-style-type: none"> balancing running jumping changing direction hopping travelling galloping skipping sliding 	<p>Children will continue to build on previous learning and:</p> <p><u>Gymnastics 1</u></p> <ul style="list-style-type: none"> shapes balances jumps rocking rolling travelling <p><u>Ball skills</u></p> <ul style="list-style-type: none"> rolling a ball stopping a rolling ball throwing at a target bouncing a ball dribbling a ball 	<p>Children will continue to build on previous learning and:</p> <ul style="list-style-type: none"> Use scissors, paintbrushes and cutlery correctly. <p><u>Gymnastics 2</u></p> <ul style="list-style-type: none"> Shapes balances jump rock and roll barrel roll straight roll progressions of a forward roll travelling <p><u>Ball skills 2</u></p>	<p>Children will continue to build on previous learning and:</p> <ul style="list-style-type: none"> Hold a pencil effectively using a tripod grip. <p><u>Dance</u></p> <ul style="list-style-type: none"> travelling copying and performing actions co-ordination <p><u>Games</u></p> <ul style="list-style-type: none"> Running Balancing changing direction striking a ball throwing 	<p>Children will continue to build on previous learning and:</p> <ul style="list-style-type: none"> Begin to draw pictures with care and attention to some detail. <p><u>Dance 2</u></p> <ul style="list-style-type: none"> Travelling copying and performing actions balance co-ordination <p><u>Games 2</u></p> <ul style="list-style-type: none"> Running changing direction striking a ball

	<ul style="list-style-type: none"> • Start to eat independently. • Become more independent with caring for themselves, using the toilet, washing and drying their hands, brushing their teeth. 	<ul style="list-style-type: none"> • To line up and queue with others. 	<ul style="list-style-type: none"> • with feet • kicking a ball <ul style="list-style-type: none"> • To know and talk about wellbeing. • To talk about road safety, good screen time routine, healthy eating habits in positive ways. • To participate in regular exercise. • To achieve good posture when writing at a table or sitting on the floor. 	<ul style="list-style-type: none"> • rolling a ball • tracking a ball • throwing at a target • bouncing a ball • dribbling a ball with feet • kicking a ball 		
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Comm and Language	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> • Say their ideas in sentences. • Use new vocabulary throughout the day. • Learn rhymes, poems and songs. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> • Describe an event in detail. • Be part of storytime and make relevant comments. • Use new vocabulary in different context. • Retell a story in their own words. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> • Join in with 1:1 discussions, giving their own ideas. • Explain why things might have happened in a story. • Have a conversation with an adult and/or another child 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> • Join in with small group discussions • Speak about their experiences using full sentences. • Correctly use past, present and future tenses with some support. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> • Join in with whole class discussions saying their own ideas. • Make comments about what they have heard and ask questions when they don't understand.
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Literacy



- Read individual letters by saying the sound correctly.
- Use some letter shapes when attempting to write.
- Write their name.
- Write some letters accurately.



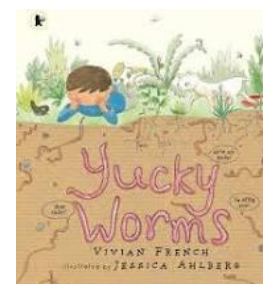
Children will continue to build on previous learning and:

- Blend sounds into words.
- Read short words made up of sounds they know.
- Read a few common words.
- Form lower case and capital letters correctly.
- Spell words by recognising the sounds and then writing the correct sound with letters.



Children will continue to build on previous learning and:

- Say a sound for each letter in the alphabet.
- Read simple phrase and sentences made up of words that include sounds they know.
- Show they understand a story by retelling it in their own words.
- Write short sentences using words with short sounds eg cvc words.
- Use a capital letter and full stop in their sentences.



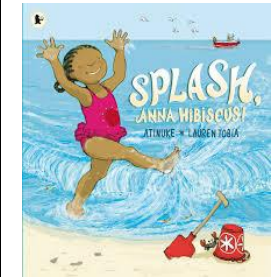
Children will continue to build on previous learning and:

- Read words using their use of sounds and blend them correctly.
- Write recognisable letters, most of which are correctly formed.
- Write simple phrases that can be read by others.
- Re-read what they have written to check that it makes sense.



Children will continue to build on previous learning and:

- Say the sounds for at least 10 digraphs. (sounds which contain two letters eg sh, ai)
- Read aloud simple sentences using their phonic knowledge.
- Use and understand new vocabulary during discussions about stories.
- Spell words by identifying sounds in them and writing the correct letter to match the sound.
- Write simple phrases that can be read by others.



Children will continue to build on previous learning and:

- Read aloud simple sentences that include some common words.
- Predict the key events in the story.
- Write simple sentences that can be read by others.

Maths	<ul style="list-style-type: none"> • Say numbers past 5. • Link numbers to groups of objects up to 5. • Show finger numbers up to 5. • Compare groups using 'more than' less than vocabulary. • Count objects accurately. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> • Count beyond 10. • Compare numbers • Understand one more than, one less than. • Explore numbers to 10. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> • Recall number bonds for numbers 0-10. • Recognise quantities without counting up to 5. • Choose shapes and explore how they can be turned to show different shapes. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> • Recognise quantities without counting the amount up to 10 • Compare length, weight and capacity. • Continue a repeating pattern 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10 • Recall number bonds to 5 including some subtraction facts. • Count beyond 20 recognising patterns. • Compare quantities up to 10 in different ways and say when one group is greater than, less than or the same. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> • Recall some number bonds to 10 including some double facts. • Explore number patterns within numbers to 10 including odd and even, double facts and how quantities can be shared.
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RE <i>RED Directory</i>	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Understanding of the World	<ul style="list-style-type: none"> Name and describe people who are familiar to them. Compare characters from stories. Explore the natural world around them. 	<p>Children will continue to build on previous learning and:</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Comment on pictures of familiar situations in the past. Describe what they see, hear and feel when outside. 	<p>Children will continue to build on previous learning and:</p> <ul style="list-style-type: none"> Draw information from simple maps. Know some differences and similarities between different environments. Talk about the lives of people around them. 	<p>Children will continue to build on previous learning and:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe their immediate environment. Understand changes in the world around them including seasons. 	<p>Children will continue to build on previous learning and:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religions and cultural communities. Know some similarities and differences between things in the past and now. 	<p>Children will continue to build on previous learning and:</p> <ul style="list-style-type: none"> Explain some similarities and differences with life in other countries. Understand the past through settings, characters and events in books and storytelling.

EAD	<ul style="list-style-type: none"> Explore a variety of effects to express ideas and feelings. Listen attentively, move to and talk about music, saying what they feel. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> Sing in a group or on their own. Develop storyline in their play. Sing a range of well known rhymes and songs. Perform poems with others. 	Children will continue to build on previous learning and: <p>Watch and talk about dance performance art saying what they like or dislike.</p> <p>Explore and engage in music making and dance, performing in different group sizes.</p> <ul style="list-style-type: none"> Retell stories with others. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> Safely use and explore materials, experimenting with colour, design, texture form and function. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> Make props and materials when role playing. Perform songs and stories with others and try to move in time to the music. 	Children will continue to build on previous learning and: <ul style="list-style-type: none"> Share their creations and explain how they made it.
ICT	<ul style="list-style-type: none"> We have confidence To record sounds/voices and playback. We are successful Take a photo of an achievement or special event. 	<ul style="list-style-type: none"> We have feelings To take a photo of an expression to show feelings. We are game players To open a game on an app and say how to improve. 	<ul style="list-style-type: none"> We can exercise To take videos of different forms of exercise. We are healthy Create a healthy eating plate by searching images on the internet. 	<ul style="list-style-type: none"> We are creative To draw an animal on an art app. We can count To use a programmable robot to count steps. 	<ul style="list-style-type: none"> We can blog To contribute to a diary We are talkers To use video clips to retell stories. 	<ul style="list-style-type: none"> We are digital readers To explore, read and discuss digital stories We are community members To create a digital poster.

Yellow highlighting shows cross links between the EYFS Curriculum and RSHE