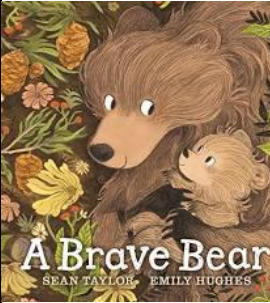
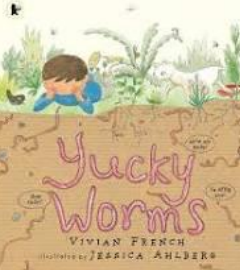
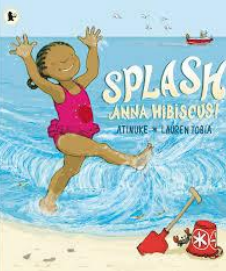




Reception Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy: Power of Reading						
	 Read individual letters by saying the sound correctly. Use some letter shapes when attempting to write. Write their name.	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	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	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.	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.	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.

	Write some letters accurately.	sound with letters.	words with short sounds eg cvc words. Use a capital letter and full stop in their sentences.	Re-read what they have written to check that it makes sense.	Write simple phrases that can be read by others.	
PSED	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand how another child might be feeling. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Children will continue to build on previous learning and: 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. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including	Children will continue to build on previous learning and: 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. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Children will continue to build on previous learning and: 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. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Children will continue to build on previous learning and: Work to a 'goal' and learn to wait for what they want. Follow many instructions to complete an activity. Form positive friendships with others How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	Children will continue to build on previous learning and: 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. A Journey in Love (Summer 2) How are we special and unique? How to pay attention to the needs and preferences of

	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	disappointment and frustration.	The importance of promoting general wellbeing and physical health. The characteristics and mental and physical benefits of an active lifestyle. What constitutes a healthy diet (including understanding calories and other nutritional content). About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
Physical Development:	<u>Introduction to PE 2</u> - moving safely - running - jumping - throwing	Children will continue to build on previous learning and: <u>Fundamentals for PE 2</u>	Children will continue to build on previous learning and: <u>Ball skills 2</u> rolling a	Children will continue to build on previous learning and: Use scissors,	Children will continue to build on previous learning and: Hold a pencil effectively using a tripod grip.	Children will continue to build on previous learning and: Begin to draw

Get Set for PE	• catching • following a path • rolling Show which hand to write with. Choose the correct object for a specific job eg. find a spade to dig with. Start to eat independently. Become more independent with caring for themselves, using the toilet, washing and drying their hands, brushing their teeth.	• balancing • running • jumping • changing direction • hopping • travelling • galloping • skipping • sliding To line up and queue with others.	• ball • stopping a rolling ball • throwing at a target • bouncing a ball • dribbling a ball with feet • kicking a ball 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.	paintbrushes and cutlery correctly. <u>Gymnastics 2</u> • Shapes • balances • jump • rock and roll • barrel roll • straight roll • progressions of a forward roll • travelling	<u>Dance 2</u> • Travelling • copying and performing actions • balance • co-ordination	pictures with care and attention to some detail. <u>Games 2</u> • Running • changing direction • striking a ball
Communication And Language	Understand how to listen carefully and why listening is important. Learn new vocabulary	Children will continue to build on previous learning and: Say their ideas in sentences.	Children will continue to build on previous learning and: Describe an event in detail.	Children will continue to build on previous learning and: Join in with 1:1 discussions,	Children will continue to build on previous learning and: Join in with small group discussions	Children will continue to build on previous learning and: Join in with whole class

		Use new vocabulary throughout the day. Learn rhymes, poems and songs.	Be part of storytime and make relevant comments. Use new vocabulary in different context. Retell a story in their own words.	giving their own ideas. Explain why things might have happened in a story. Have a conversation with an adult and/or another child	Speak about their experiences using full sentences. Correctly use past, present and future tenses with some support.	discussions saying their own ideas. Make comments about what they have heard and ask questions when they don't understand.
Maths	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: 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: 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: 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: 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: 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.
RE: RED	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	Name and describe people who are familiar to them. Compare characters from stories. Explore the natural world around them. That families are important for children growing up safe and happy because they can provide love, security and stability.	Children will continue to build on previous learning and: 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. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Children will continue to build on previous learning and: Draw information from simple maps. Know some differences and similarities between different environments. Talk about the lives of people around them.	Children will continue to build on previous learning and: 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.	Children will continue to build on previous learning and: Know some similarities and differences between different religions and cultural communities. Know some similarities and differences between things in the past and now.	Children will continue to build on previous learning and: Explain some similarities and differences with life in other countries. Understand the past through settings, characters and events in books and storytelling.
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Developing Experts	Weather	Space Animals	Health and Safety	Insects and Invertebrates	Our body	Weather Materials
EAD	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: 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: Watch and talk about dance performance art saying what they like or dislike. Explore and engage in music making and dance, performing in different group sizes. Retell stories with others.	Children will continue to build on previous learning and: Safely use and explore materials, experimenting with colour, design, texture form and function.	Children will continue to build on previous learning and: 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: Share their creations and explain how they made it.
ICT	We have confidence To record sounds/voices and playback.	We are game players To open a game on an app and say how to improve.	We are healthy Create a healthy eating plate by searching images on the internet. That people should be respectful in online interactions,	We can count To use a programmable robot to count steps.	We can blog To contribute to a diary	We are community members To create a digital poster.

			and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.			
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