



# RECEPTION CURRICULUM MAP 2025- 2026

	<b>AUTUMN 1</b> There's no place like home (8 weeks, 1 wk home visits, 1 wk pt, 6 wks ft)	<b>AUTUMN 2</b> There's no place like home (7 weeks)	<b>SPRING 1</b> Travel & transport (6 weeks)	<b>SPRING 2</b> Travel & transport (5 weeks)	<b>SUMMER 1</b> Go outdoors (6 weeks)	<b>SUMMER 2</b> Go outdoors (7 wks)
<b>Key texts</b>	All are welcome So much Handa's Surprise The Colour Monster	All are welcome So much Owl babies	The Train Ride	Oliver's vegetables/fruit salad	Little Red Riding Hood Three Little Pigs	Lighthouse keeper's stories Pirate stories
<b>Focus authors</b>	Range of diverse authors	Jill Murphy	Julia Donaldson	Giles Andreae	Claire Freedman	Selection of favourite stories from across the year.
<b>Communication &amp; Language</b>	We will teach the children some Talk for Learning strategies; facing somebody when talking to them, being eye to eye (or shoulder to shoulder if we are trying to look at the same thing). We will be encouraging the children to listen carefully and remember what they have heard. We will be encouraging to share our ideas making sure they stick to the main theme and developing their ability to hear and generate rhymes. Our role play areas will be a living room and a bakery.	We will continue to use the Talk for Learning strategies taught previously. We will introduce talk tokens and teach children how to play Grandmas basket game where they have to listen very carefully to a small group of friends. We will be encouraging children to retell familiar stories using repetition. Drawing Club will begin and children will be encouraged to share their ideas speaking in sentences, with an adult modelling back when necessary. Our role play areas will be a kitchen and a café.	We will continue to use the Talk for Learning strategies taught previously. We will learn how to echo back and agree or disagree and how to share ideas in a carousel. We will be encouraged to ask who, what, where, when, why questions to find out more. In Drawing Club, we will be encouraged to learn and use new vocabulary. Our role play areas will be a bedroom and a police station.	We will continue to use the Talk for Learning strategies taught previously. We will be encouraged to explain our thinking using speech. In Drawing Club, we will be encouraged to share our ideas speaking in full sentences; being able to correct any little mistakes we make ourselves. Our role play areas will be a utility room and a fire station.	We will continue to use the Talk for Learning strategies taught previously. We will learn the new strategy of repeating if not heard and learn how to share ideas in a rainbow groups. We will be encouraged to speak in the correct tense and use plurals correctly. In Drawing Club, we will be encouraged to describe story settings and characters. Our role play areas will be a living room and a camp site.	We will continue to use the Talk for Learning strategies taught previously. We will be retelling different stories and introduce story lines into our play. In Drawing Club, we will be encouraged to speak in extended sentences and describe events. Our role play areas will be a kitchen and a pirates ship/island.

Physical Development	<p>We will have weekly PE lessons where the focus will be introductory skills. Outside we will learn how to move in a variety of ways. We will use beanbags and balls to push, pat, throw, catch &amp; kick. We will develop fine motor by handling small items with intent and control, such as threading beads, tweezers, pegs and pom poms. We will encourage children to use their dominant hand. Children will be taught how to hold a pencil in a tripod grip and encouraged to write letters.</p>	<p>We will have weekly PE lessons where the focus will be dance. Outside we will continue to move in a variety of ways. We will be encouraged to think about our own safety when taking risks. We will develop fine motor by threading and lacing using different resources. We will continue to promote a good tripod grip and learn how to retrace vertical lines and make an anticlockwise movement when writing letters.</p>	<p>We will have weekly PE lessons where the focus will be gymnastics. Outside we will learn how to transport and store equipment safely. We will practise jumping in different ways. We will develop fine motor skills by using tools, such as scissors, safely. Children will be expected to form all of the letters correctly when writing.</p>	<p>We will have weekly PE lessons where the focus will be gymnastics followed by ball skills. Outside we will experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. We will develop fine motor skills by refining our use of scissors. We will learn to cut with precision and control. Children will be expected to form all of the letters correctly when writing and we will be encouraging them to make their letters a consistent size.</p>	<p>We will have weekly PE lessons where the focus will be ball skills. Outside we will work on negotiating space successfully when playing racing and chasing games with friends. We will practice having control over an object in pushing, patting, throwing, catching or kicking it. We will continue working on holding pencils effectively and correctly forming using different media. Children will be encouraged to use the lines when writing and make their writing sit on the lines.</p>	<p>We will have weekly PE lessons where the focus will be ball skills followed by games. We will be exploring changes to our bodies when exercising. We will consider how we will keep ourselves safe and handle objects carefully without direct supervision. We will develop fine motor skills further by using hammers and nails safely and ensuring we have good hand- eye co ordination. Children will be encouraged to use the lines when writing and make their ascenders and descenders clear.</p>
Personal, social, emotional development	<p>Our jigsaw unit this half term explores 'Being Me'. We will help children to form relationships with adults and other children and seek support or help from them in new or challenging situations. We will be encouraged to put on our own coats, shoes and wellies and check that footwear is on the correct feet. We will be encouraged to go to the toilet by ourselves and wash our hands afterwards.</p>	<p>Our jigsaw unit this half term explores 'Celebrating Differences'. We will learn how to articulate our needs and continue to ask for help when needed. We will start our 'Taking care' work where we will learn to keep ourselves safe. We will learn to recognise the signs that our bodies give us when we are feeling unsafe and what we need to do in different situations to keep ourselves safe.</p>	<p>Our jigsaw unit this half term explores 'Dreams &amp; Goals'. We will learn the phrase 'I am brave, I am strong, I can do it'. We will continue to explore new and challenging situations and learn to respond to these appropriately. We will continue to develop our independence, practising how to put our shoes on the right feet and do up our own zips.</p>	<p>This half-term, our Jigsaw PSHE unit explores 'healthy me'. We will show flexibility and co-operation. We will grow in confidence and show perseverance in carrying out a self-chosen activity. We will be caring towards our friends, especially when they are feeling sad. We will try to solve problems when having disagreements with friends.</p>	<p>This half-term, our Jigsaw PSHE unit explores 'relationships'. We will also be revisiting the taking care project. · Know that others have different thoughts, feelings and beliefs to me. · Recognise when I feel blue and red and what I can do to get back to green (zones of regulation) · Sensitive to the idea of justice and fairness.</p>	<p>Our jigsaw unit this half term is Changing Me. We will continue to manage our own needs independently such as getting ourselves dressed for PE, turning our clothes around the correct way and putting our belonging back in the correct place. We will work together to find solutions to problems and talk about being fair.</p>

Literacy	<p>We will start to have daily phonics sessions where the focus will be on the ensuring all children have the pre requisite skills needed to learn to read and write. We will play games to develop listening skills. Learnt to identify different sounds in the environment, make different noises using our voices, hear when words sound the similar or different to each other. We will focus on oral blending and segmenting encouraging all children to be able to tell us the word if we ask them to "s-i-t", "j-u-m-p" or "h-o-p" etc. Children will begin to have guided reading sessions at school where we will focus on knowing where the print is, following print with out fingers and handling books with care. They will be encouraged to use the pictures to help them make sense of different texts and to start to develop their love of learning by being introduced to our Reading Rainbow. Parents will receive log in details to access e books at home which will be used throughout the year. Children will be encouraged to "write" by making marks</p>	<p>Our focus in phonics will be on learning the sounds (phonemes) that single letters make. We will learn to hear phonemes in words and identify whether they are at the beginning, in the middle or at the end of a word. They will learn to match the phoneme to a written letter (grapheme). Children will be taught to recognise a set of words by sight (tricky words). In drawing club children will learn to write the sounds they can hear in words with a focus on being able to write words containing three sounds e.g big, hat, pot.</p>	<p>Our phonics will continue from last half term. Children will be taught more tricky words. We will work hard to blend sounds together to read words and segment words to write. In drawing club children will apply their phonic knowledge with more independence to write labels and lists.</p>	<p>Our phonics will focus on learning the sounds that two letters make when they are next to each other (digraphs), such as oo, ee, sh. Children will be taught more tricky words and encouraged to spell these as well as read them. We will be encouraging children to read sentences and looking for the digraphs within words. In drawing club children will be encouraged to compose and write their own captions.</p>	<p>Our phonics will continue from last half term with children being encouraged to read with increasing fluency as they build their bank of words they can read by sight. We will learn to read and spell more tricky words. In drawing club children will be encouraged to compose and write their own sentences and taught to leave a finger space between each word.</p>	<p>Our focus in phonics will be on reading longer words and becoming speedier with reading. Children will be encouraged to sound out some words in their head if needed and add some expression. We will continue to learn to read and spell more tricky words. In drawing club children will be taught to start a sentence with a capital letter and end it with a full stop. We will also start to write extended sentences using the word "and" to join ideas together.</p>
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	<p>&amp; giving meaning to them. We will encourage children to see that they can use "writing" to communicate. Children will be taught to recognise their name if they don't already and everyone will be encouraged to write their name using lower case letters except for the first letter.</p>					
Maths	<p>We will sing songs and learn rhymes that help us to recite numbers in order. This is different to counting where children will be taught to line a collection of objects up and touch them or move them as they say one number name at a time. Children will be taught to read numerals and to match numerals and groups of objects. We will encourage children to order and sequence numbers.</p>	<p>We will keep developing our ability to count accurately by giving children to count things that they cannot physically move e.g. sounds and actions. They will be taught how to estimate and use what they know about numbers and quantities to ensure they are estimating not having a wild guess! We will look at shapes including 3D shapes and encourage children to use their correct mathematical names. Children will be taught how to create repeating patterns and combine shapes to create pictures and models.</p>	<p>We will continue to recite numbers forwards and backwards, going beyond 10. We will explore adding and subtracting one with numbers up to and beyond 10. We will compose and decompose shapes, learning which shapes combine to make others, and explore weight, by predicting and comparing.</p>	<p>We will subitise numbers (know how many there are without counting them), and begin to subitise larger numbers by subitising smaller groups within the number. We will weigh objects using balance pans and cubes. We will begin to know our number bonds to 5 by heart. We will order and sequence events using everyday language related to time.</p>	<p>We will begin to explore and work out mathematical problems using addition and subtraction, with a focus on number bonds to 10. We will solve problems involving prediction and discussion of comparisons of capacity, paying attention to fairness and accuracy We will have the opportunity to explore and become familiar with measuring tools in everyday experiences and play e.g. tape measure, rulers and measuring jugs.</p>	<p>We will explore number doubles and look at odd and even numbers. Children will be taught how to share quantities into even amounts and predict how many will be in each group using what they already know about numbers. We will look for patterns in the environment. Children will be encouraged to have a quick mental recall of pairs of numbers that can be added together to total 10 and will be introduced to counting in 2s, 5s and 10s.</p>

<p><b>Understanding the World, including RE.</b></p>	<p>We will be talking about ourselves and our bodies, naming the different parts and finding out if the oldest person in the class is the tallest. We will look at how people change as they grow older. We will learn about harvest time and why it is important. In computing, we will be introduced to 'minimash' on our computers, be shown how to follow a task board and stay on a specific programme. We will be following the new agreed RE syllabus for Warwickshire, which will focus on key questions. This half term the question will be where do I belong? We will explore the Christian, Sikh and Muslim worldviews.</p>	<p>In our enquiry area we will explore the changing seasons as well as comparing light and dark. We will find the answer to which light source gives us the best light to see a picture clearly? We will look at maps and try to locate some of the places that we have visited or where members of our family might live. In computing we will continue to explore minimash, using different tools to create pictures and complete games. In RE we will continue looking at the key question where do I belong - focussing explore celebrations and special places and focus on Christian, Muslim and Hindu worldviews.</p>	<p>We will be focussing on comparing different materials including those that are magnetic and not magnetic. We will continue looking at seasonal change, looking for signs of winter in our outdoor area. We will talk about different jobs that people have and how they can help in the community. We will develop our use of technology, learning how to instruct a Beebot and predicting where a Beebot might end up. Our key question in RE for this term will who are the people in sacred stories and why might they still be important? We will focus on the Nativity story.</p>	<p>In our enquiry area we will move on to explore floating and sinking, making our own boats to carry cargo. We will investigate which boat will hold the most people without sinking? We will look for signs of spring, including the birth of animals and some of their lifecycles. We will explore different paint techniques using a paint program on the computer. We will continue looking at sacred stories in RE, this time focussing on stories from the Muslim, Sikh and Hindu worldviews.</p>	<p>We will focus on living and growing, looking closely at similarities, differences, patterns and change in plants, fruits and vegetables. We will find out the answer to which seed grows the tallest? We will describe what we see, hear, feel whilst outside. We will re-in force e-safety, and consider when it is appropriate to ask a friend for help or an adult for help. Our key question in RE for this term will be how do people know how to treat each other? We will look at values of our own families and the school community.</p>	<p>We will sort and classify animals by type and talk about why living things change. We will be exploring how living things change and will watch our caterpillars turn into butterflies. In computing, we will look at double clicking in order to launch an app. We will finish exploring the key question of how do people know how to treat each other? We will explore the golden rules from the Christian, Jewish, Muslim, Hindu and Buddhist worldviews.</p>
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Expressive arts & design	<p>In our teach and tinker area we will be exploring playdough and the different tools that are available, such as rollers, cutters and natural materials. We will introduce storylines into our play, based on stories that we have read and our own experiences. We will create drawings and representations of people who are important to us, using a range of thick and thin felt tip pens. We will learn about and create art work based on the artist Kandinsky as well as explore colour mixing.</p> <p>In our construction areas we will explore creating models using wooden bricks, magnetic bricks, popoids and other construction resources. We will be following the music scheme Kapow and will be focussing on exploring sounds. We will look at how to use our voices and bodies to make sounds, experimenting with tempo (speed) and dynamic (volume).</p>	<p>In our teach and tinker area we will be perfecting our skills when working with playdough and moving onto scissor control by snipping and following patterns and lines. We will continue to use our role play and small world areas to tell and recreate stories. We will continue to learn about and create art work based on the artist Kandinsky as well as explore colour mixing. We will explore using pastels to create our final Kandinsky inspired piece. We will build on our skills in our construction area and provide the children with two types bricks in order to connect pieces together, such as lego and bricks. The children will have the opportunity to use larger construction sets outside, such as waffle bricks. During our music lessons, we will be looking at celebration music and exploring music from a range of cultural and religious celebrations.</p>	<p>We will use tools and materials at our 'Teach &amp; Tinker' table to explore our interests, learning how to join in different ways focussing on tape and glue. We will experiment with a diverse range of materials. We will continue to introduce new and exciting storylines into our play. In our creative area we will be exploring chalks, charcoals and different types of paints in order to create pictures of vehicles and people. We will continue to offer a range of construction resources, and encourage the children to create different transports by combining the materials on offer. Our focus in music will be music and movement, where we will create actions to songs and move to a beat.</p>	<p>The children will have the opportunity to make creations using the joining techniques that they have previously learned and will then move on to using tap it hammers to create pictures and patterns. We will respond imaginatively to art works and objects. In our creative area we will be exploring chalks, charcoals and different types of paints in order to create pictures of vehicles and people as well as our Easter cards. The children will have the opportunity to take photographs of their constructions using an Ipad, in order to improve and better them. In music we will be looking at musical stories, where the children will learn that music and instruments can be used to convey moods or represent characters.</p>	<p>We will be introducing hammers into our teach and tinker area, learning how to use them in a safe way. We will play co-operatively as part of a group to act out an idea or a known story. In our creative area we will be exploring the work of Alma Thomas and will be experimenting with collaging and observational drawings and look at using a combination of artforms e.g. singing, dancing, drawing and constructing. The children will be encouraged to map out their construction designs before they build and then take a photograph of their finished products. During our music lessons we will be using our voices, bodies and instruments to explore different types of transport.</p>	<p>We will be combining all of our design technology skills to create a final product of a wooden minibeast and will also be creating junk models. We will end our year by developing our skills when using different media, and will be incorporating these techniques into a collage inspired by Alma Thomas. In our large outdoor construction, the children will have the opportunity to use 3 types of bricks and will be encouraged to use their buildings in their role play. Our final music sessions will focus on following a beat using an untuned instrument.</p>
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<b>Visits or visitors</b>	Walk around school Harvest assembly	Walk to the woods (autumn). Christmas theatre trip Visit from Steve to tell Christmas story Road safety visit.		Visit to church for Easter	Walk to the woods (spring).	Trip to Ryton Pools. Sports week.
<b>WOW day</b>	Bring your family for a story.	Dress as a firework	Adventure day at school with tickets etc.	Bring scooter/bike to school day.	Roasting marshmallows on the camp fire.	Pirate day.