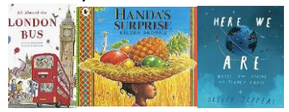
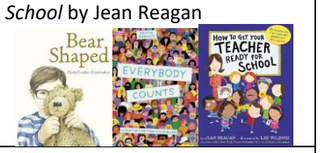
Reception Curriculum Map 2026-2027

	Autumn Term		Spring Term		Summer Term	
	Autumn 1 **All About Me**	**Autumn 2** **Let's Celebrate**	**Spring 1** **Under the Sea**	**Spring 2** **Here, There and Everywhere**	**Summer 1** **Growing**	**Summer 2** **Next Steps**
Value	Respect	Perseverance	Love	Forgiveness	Friendship	Thankfulness
Phonics (Twinkl Phonics)	Level 2 Weeks 1-4	Level 2 Weeks 5-7 Level 3 Weeks 1-3	Level 3 Weeks 3 – 10	Level 3 Weeks 10-12 Assess and Consolidate	Level 4 Weeks 1 – 5	Level 3 and 4 Consolidation
Literacy (The Write Stuff)	*Narrative - Ruby's Worry* by Tom Percival *Narrative - Perfectly Norman* by Tom Percival 	Narrative – *Poppies* by CBeebies Non-Fiction Instructions - *Chocolate Cake* by Michael Rosen Narrative - *Rosie's Walk* by Pat Hutchins 	Non-Fiction - *The Snail and the Whale* by Julia Donaldson Narrative - *The Rainbow Fish* by Marcus Pfister **Sustainability** Non Fiction Report - *If Sharks Disappeared* by Lily Williams 	Narrative - *All Aboard the London Bus* by Patricia Toht Narrative - *Handa's Surprise* by Eileen Brown Non-Fiction Advice Leaflet - *Here We Are* by Oliver Jeffers 	**Sustainability** Non-Fiction Recount - *Earth Trust* Narrative - *Jack and the Jellybean Stalk* by Liz Pichon Narrative - *Katie and the Sunflower* by James Mayhew 	Narrative - *Bear Shaped* by Dawn Coulter-Cruttenden Non-Fiction Fact File *Everybody Counts* by Kristin Roskifte Non-Fiction Instructions – *How to Get Your Teacher Ready for School* by Jean Reagan 
Maths (White Rose Maths) **Mastering Number** (NCETM)	**Subitising** • Subitising within 3 • Subitise objects and sounds **Counting, ordinately and cardinality** • Focus on counting skills **Composition** • Explore how all numbers are made of 1s • Focus on composition of 3 and 4 **Comparison** • Comparison of sets 'just by looking' • Use the language of comparison: more than and fewer than **Talk about measure and pattern** • Continue, copy and create repeating patterns	**Counting, ordinately and cardinality** • Focus on counting skills • Focus on the 'five-ness of 5' using one hand and the die pattern for 5 • Practise object counting skills • Match numerals to quantities within 10 • Verbal counting beyond 20 **Comparison** • Comparison of sets by matching • Use the language of comparison: *more than, fewer than, an equal number* **Composition** • Explore the concept of 'whole' and 'part' • Focus on the composition of 3, 4 and 5 **Shapes with 4 sides** • Select, rotate and manipulate shapes to develop spatial reasoning **Circles and triangles** • Select, rotate and manipulate shapes to develop spatial reasoning	**Subitising** • Subitise within 5 focusing on die patterns • Match numerals to quantities within 5 **Counting, ordinately and cardinality** • Counting – focus on ordinality and the 'staircase' pattern • See that each number is one more than the previous number **Composition** • Focus on 5 • Focus on 6 and 7 as '5 and a bit • Compare sets and use language of comparison: *more than, fewer than, an equal number to* • Make unequal sets equal **Mass and capacity** • Compare weight and capacity	**Counting, ordinately and cardinality** • Focus on the 'staircase' pattern and ordering numbers **Comparison** • Focus on ordering of numbers to 8 • Use language of less than **Composition** • Focus on 7 • Doubles – explore how some numbers can be made with 2 equal parts • Sorting numbers according to attributes - odd and even numbers **Length, height and time** • Compare length • Explore height • Talk about time, order and sequence **Explore 3D shapes** • Continue, copy and create repeating patterns • Select, rotate and manipulate shapes to develop spatial reasoning	**Counting, ordinately and cardinality** • Counting larger sets and things that cannot be seen **Subitising** • Subitise to 6, including in structured arrangements **Composition** • Composition of '5 and a bit' • Composition of 10 **Comparison** • Comparison linked to ordinality • Play track games **Manipulate, compose and decompose** • Select, rotate and manipulate shapes to develop spatial reasoning • Compose and decompose shapes	**Subitising** • Subitise within 5 • Introduce the rekenrek **Review and assess** • Automatic recall of bonds to 5 • Composition of numbers to 10 • Comparison • Number patterns • Counting **Visualise, build and map** *(Understanding the World)* • Continue, copy and create repeating patterns • Select, rotate and manipulate shapes to develop spatial reasoning

Reception Curriculum Map 2026-2027

<table>
<tr><td rowspan="3">Science
(Kapow)</td><td>Changing Seasons
To recognise changes outside in autumn</td><td>Changing Seasons
To recognise different types of weather</td><td>Animal Adventures
To sort objects into living and non-living
To describe what they see, hear and feel whilst outside
To find and describe minibeasts
To sort and describe farm animals
To sort animals based on where they live
To compare my home with a zoo animal home
To recognise some environments that are different to the one in which they live
To explore the natural world around them, making observations and drawing pictures of animals and plants
To 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
Changing Seasons
To recognise how animals prepare for winter</td><td>Changing Seasons
To recognise changes outside in spring</td><td>I Am A Scientist
To explore ways to make objects move
To explore different sounds
To explore whether objects float or sink
To explore freezing and melting
To explore how light makes shadows
To explore the natural world around them
To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Changing Seasons
To investigate the mixture needed to build a sandcastle</td><td>Our Beautiful Planet
To identify and name plants
To identify and name plant parts
To explore what helps seeds grow
To explore the natural world around them, making observations and drawing pictures of animals and plants
To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Sustainability
To recognise some ways to look after the planet
Changing Seasons
To recognise changes outside in summer</td></tr>
<tr><td colspan="5">Changing Seasons
Six standalone lessons to be taught at the end of each half-term. The timing is flexible but they should be planned to coincide with typical seasonal changes.</td></tr>
<tr><td>Understanding the World
Humanities</td><td>My Special People
Talk about members of their immediate family and community
Name and describe people who are familiar to them</td><td>Bonfire Night, Fireworks, Remembrance Day, Diwali, Winter, Christmas
Recognise that people have different beliefs and celebrate special times in different ways
Understand that some places are special to members of their community</td><td>Under the Sea
Sustainability
Explore the natural world around us
Consider the impact of sea pollution
Consider how recycling helps us look after our planet
Chinese New Year
Recognise some similarities and differences between life in this country and life in other countries</td><td>Outdoor Adventures (Kapow Geography Unit)
Explore the natural world around us
Describe what we see, hear and feel whilst outside
Understand the effect of changing seasons on the natural world around us
To use the senses to observe and talk about experiences whilst outside
To begin to recognise seasonal weather conditions
Sustainability
To understand how to help local animals by making places for them to live - sustainability</td><td>Peek Into the Past (Kapow History Unit)
To describe changes over time
To sort photographs from the past and present
To begin to recognise the order events happen
To identify toys from the past
To compare pictures from the 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
Comment on images of familiar situations in the past</td><td>Transition – Achievement and Next Steps
Talk about members of our immediate family and community
Name and describe people who are familiar to us</td></tr>
</table>

Reception Curriculum Map 2026-2027

Expressive Arts Music (Charanga Creative Music Scheme)	**Chant to the Animals** • Explore and learn chants that tell a story • Know that a chant uses speaking voices musically • Listen with increased attention to sounds • Listen attentively, move to and talk about music, expressing their feelings and responses	**Christmas** • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups • Listen attentively, move to and talk about music, expressing their feelings and responses	**Lilting Lullaby** • Pitch match with accuracy when singing • Feel the lilt of a 2–3 pattern of beats in music with five beats. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups • Listen attentively, move to and talk about music, expressing their feelings and responses	**Number Time** • Sing with expression • Hear, draw and sing melody shapes • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making, performing solo or in groups • Listen attentively, move to and talk about music, expressing their feelings and responses	**Wellbeing Matters** • Learn to explore and share emotions • Follow a leader to play loudly and quietly • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups • Listen attentively, move to and talk about music, expressing their feelings and responses	**Rhythm Adventure** • Sing songs rhythmically • Combine words to compose rhythms • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups • Listen attentively, move to and talk about music, expressing their feelings and responses
Expressive Arts Art / DT (Kapow)	**Drawing: Marvellous Marks** • Explore, use and refine a variety of artistic effects to express ideas and feelings • Return to and build on previous learning, refining ideas and developing ability to represent them • Create collaboratively, sharing ideas, resources and skills • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • To explore making marks with different media • To investigate the marks and patterns made by different textures • To make controlled large and small movements • To create a simple observational drawings • To express their own self-image through art • Begin to show accuracy and care when drawing	**Painting and mixed media: Paint my World** • Explore, use and refine a variety of artistic effects to express ideas and feelings • Return to and build on previous learning, refining ideas and developing ability to represent them • Create collaboratively, sharing ideas, resources and skills • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Use a range of small tools, including scissors, paint brushes and cutlery • To talk about work and decide whether it is abstract or figurative • Listen attentively, move to and talk about music, expressing their feelings and responses • To use paint to express ideas and feelings • To make child-led collages using mixed media • To use loose parts to create a piece of transient art • To create landscape collages inspired by the work of Megan Coyle • To create a large piece of group artwork based around fireworks	**Structures: Boats (DT)** • To understand what waterproof means and to test whether materials are waterproof • To test and make predictions for which materials sink or float • To compare the uses of boats • To investigate the how the shape and structure of boats affect the way they move • To design a boat • To create a boat based upon their own design	**Sculpture and 3D: Creation Station** • Return to and build on previous learning, refining ideas and developing ability to represent them • Create collaboratively, sharing ideas, resources and skills • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • To explore clay and its properties • To explore playdough and its properties • To create 3D landscape pictures using found objects • To generate inspiration and conversation about sculpture art and artists • To make 3D sculptures	**Craft and Design: Let's Get Crafty** • Return to and build on previous learning, refining ideas and developing ability to represent them • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Use a range of small tools, including scissors, paint brushes and cutlery • Explore differences when cutting a range of materials • Thread a range of materials in different ways • Explore joining techniques • Make choices about which techniques to use • To learn how to fold, curl and cut paper to achieve a desired effect • Begin to show accuracy and care when drawing • Create design for a tissue paper flower • To refine small motor skills through the use of drawing, cutting and manipulating paper	**Seasonal Project: Summer (DT)** • Create collaboratively, sharing ideas, resources and skills • To design a rainbow salad • To create a rainbow salad and talk about the importance of healthy eating

		• To experiment with colour, design and painting techniques				
RE (ODBE)	**Who Am I and Where Do I Belong?** • Recognise differences between individuals • Recognise things that people have in common • Explore the difference between group identity and individual identity • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways	**What is the Church and Who Goes there?** • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways • Understand the importance of worship to Christians and explore how Christians worship	**Who are Christians and What Do They Believe In?** • Explore stories from the Bible that show what Christians believe • Recognise that Christians live all over the world • Explore the importance of key events in the Christian calendar	**Does Everyone Believe in God?** • Exploring diversity of belief, range of different worldviews and non-religious beliefs • Recognise that people have different beliefs	**What do People Celebrate and Why?** • Recognise that people have different beliefs and celebrate special times in different ways • Explore religious and secular celebrations	**Are All Families the Same?** • Explore the diversity found within, as well as between families and celebrations • Explore the idea of difference and respect for differences • Recognise that people have different beliefs and celebrate special times in different ways
Personal, Social, Emotional Development (Kapow)	**Self-regulation: My Feelings** • To express our feelings and consider the feelings of others • To identify and moderate our feelings socially and emotionally • To explore and understand our feelings • To identify when we may be feeling something • To begin learning how to communicate and cope with our feelings and emotions	**Building Relationships: Special Relationships** • To see ourselves as valuable individuals • To think about the perspective of others • To explore why families and special people are valuable • To understand why it is important to share and developing strategies to help with this • To explore diversity by recognising similarities and differences	**Managing Self: Taking on Challenges** • To identify and moderate our feelings socially and emotionally • To show resilience and perseverance in the face of challenges • To considering why we have rules and the importance of persistence and perseverance in the face of challenges • To learn how to communicate effectively with others, practicing 'grounding' coping strategies	**Self-Regulation: Listening and Following Instructions** • Understand how to listen carefully and why listening is important • To show resilience and perseverance in the face of challenge • To build constructive and respectful relationships • To listen to stories to practise comprehension skills, playing games which require careful listening to instructions to succeed, considering how rumours can spread quickly and change as they do so	**Building Relationships: My Family and Friends** • To recognise that people have different beliefs and celebrate special times in different ways • To see ourselves as valuable individuals • To think about the perspective of others • Build constructive and respectful relationships • To identify and moderate our feelings socially and emotionally • To explore cultural festivals that are important to individuals • To reinforce the importance of sharing and turn taking through role-play • To consider the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team	**Managing Self: My Wellbeing** • To know and talk about the different factors that support our overall health and wellbeing: regular physical activity, being a safe pedestrian, healthy eating • To progress towards a more fluent style of moving, with developing control and grace • To manage our own needs: personal hygiene • To know and talk about the different factors that support our overall health and well-being: toothbrushing, having a good sleeping routine • To learn why exercise is important for our physical and mental health • To consider the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves • To learn how to travel safely as a pedestrian • To consider the importance of making balanced food choices

Reception Curriculum Map 2026-2027

Physical Development (Real PE)	**Movement Skills** • Revise and refine fundamental movement skills • Progress towards a more fluent style of moving, with developing control and grace • Develop and apply footwork with control and fluency **Gymnastics** • Revise and refine fundamental movement skills • Progress towards a more fluent style of moving, with developing control and grace • Learn, develop and apply shapes and travel on the floor and apparatus	**Movement Skills** • Revise and refine fundamental movement skills • Progress towards a more fluent style of moving, with developing control and grace • Develop and apply jumping and landing and seated balance	**Movement Skills** • Revise and refine fundamental movement skills • Progress towards a more fluent style of moving, with developing control and grace • Develop and apply dynamic balance on a line and stance **Gymnastics** • Revise and refine fundamental movement skills • Progress towards a more fluent style of moving, with developing control and grace • Develop and apply flight and rotation on the floor and apparatus	**Dance** • Revise and refine fundamental movement skills • Progress towards a more fluent style of moving, with developing control and grace • learn and develop shapes and circles and create sequences of movement	**Movement Skills** • Revise and refine fundamental movement skills • Progress towards a more fluent style of moving, with developing control and grace • Develop and apply sending and receiving and reaction and response	**Movement Skills** • Revise and refine fundamental movement skills • Progress towards a more fluent style of moving, with developing control and grace • Develop and apply ball chasing and floor work balance
Trips and enrichment opportunities	**Creation Dance Project** Friday 18th September 2026				**Earth Trust Visit** (Enriches Literacy) **Visit to Wallingford Library** Thursday 22nd April 2027	